THE USE OF HEDGING IN EFL ACADEMIC WRITING

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Sarjana Pendidikan

Alberta Marielka
112011042

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY

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2015
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The Use of Hedging in EFL Academic Writing

THESIS

Submitted in Partial Fulfillment

of the Requirements for the Degree of

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# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT STATEMENT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>Abstract</td>
<td>1</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1. Literature Review</td>
<td>4</td>
</tr>
<tr>
<td>1.1 Hedges as an Element of Voice</td>
<td>4</td>
</tr>
<tr>
<td>1.2 Hedges in Academic Writing</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Taxonomy of Hedges</td>
<td>6</td>
</tr>
<tr>
<td>THE STUDY</td>
<td>9</td>
</tr>
<tr>
<td>1. Context of the Study</td>
<td>9</td>
</tr>
<tr>
<td>2. Participants</td>
<td>9</td>
</tr>
<tr>
<td>3. Data Collection</td>
<td>9</td>
</tr>
<tr>
<td>4. Data Analysis</td>
<td>10</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>10</td>
</tr>
<tr>
<td>1. The Use of Hedging in Students’ Writing</td>
<td>11</td>
</tr>
<tr>
<td>1.1 Approximators of Degree, Frequency and Time</td>
<td>12</td>
</tr>
<tr>
<td>1.2 Modal Auxiliary Verb</td>
<td>14</td>
</tr>
<tr>
<td>1.3 Modal Lexical Verb</td>
<td>15</td>
</tr>
<tr>
<td>1.4 Introductory Phrase</td>
<td>16</td>
</tr>
<tr>
<td>1.5 If Clause</td>
<td>17</td>
</tr>
<tr>
<td>1.6 Adverbial, Adjectival, Nominal Modal Phrase</td>
<td>18</td>
</tr>
</tbody>
</table>
1.7 Compound Hedges ........................................ 19

2. The Absence of Hedging ...................................... 19
   2.1 No Approximators ......................................... 21
   2.2 No Introductory Phrase .................................... 21
   2.3 No Adjectival, Adverbial, Nominal Modal Phrase .......... 22

3. Implication of the Missing of Hedges in Students’ Writing .......... 22
   3.1 Overgeneralization ....................................... 23
   3.2 Reliability Issues or Hasty Assumption and Failed Implications 25

CONCLUSION ............................................................. 27

Acknowledgment ..................................................... 29

REFERENCES .......................................................... 30

APPENDICES ............................................................ 32
LIST OF TABLES

Table 1. Distributions of All Types of Hedges in the Students’ Writing .......... 11
Table 2. Distribution of Approximators of Degree, Frequency and Time ...........12
Table 3. Distribution of Modal Auxiliary Verb ........................................14
Table 4. Distribution of Approximators of Modal Lexical Verb ......................15
Table 5. Distribution of Approximators of Introductory Phrase .....................16
Table 6. Distribution of Approximators of If Clause ..................................17
Table 7. Distribution of Approximators of Adjectival, Adverbial, Nominal Phrase18
Table 8. Distribution of Approximators of Compound Hedges ........................19
Table 9. Occurrence of Issues in the Students’ Writing ................................20
Table 10. Occurrence of Issues in the Students’ Writing .............................20
Table 11. Examples of Hedged and Unhedged Proposition (Approximators) ......23
Table 12. Examples of Hedged and Unhedged Proposition (Adjectival, Adverbial, Nominal Modal Phrase) .................................................................24
Table 13. Examples of Hedged and Unhedged Proposition (Introductory Phrases)25
The Use of Hedging in EFL Academic Writing

Alberta Marielka

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Abstract

Academic writing can be a mean of practice for EFL students in making research paper to contribute in the development of their field of study. Hyland (1994) proposed that that academic writing is rich in hedged proposition. He also proposed that L2 learners are most likely to have problems with hedging. This study was aimed to describe the distribution of use of hedges in EFL students’ writing. It was also aimed to see if students have been able to use hedging appropriately. 19 first-drafts of EFL students’ academic writing were analyzed and classified based on its use of hedging. The results indicate that the EFL students were able to applied at least 4 types of hedges based on Salager-Mayer’s taxonomy of hedges (1997) in their academic writing. However, more than a half of the subjects appeared to have problem in applying hedges into their propositions and claims. It results in two main issues. The implication of the study is regarding the introduction of hedges in other courses other than academic writing. Being exposed to hedges in other courses may help students comprehend hedges better.

Keywords: hedges; academic writing; EFL; proposition; lexical items.

INTRODUCTION

The Faculty of Language and Literature (FLL) of Satya Wacana Christian University, Salatiga requires its students to pass different levels of writing in each semester. The students must take and pass academic writing course on their sixth semester before they are able to write their research paper to graduate. This academic writing course is of course considered as an important course to measure students’ writing proficiency, since during this course students have to make use of the knowledge they have stored from previous courses. It also functions as a mean of
practice in making a research paper. “Academic writing is believed to be cognitively complex. Acquisition of academic vocabulary and discourse style is particularly difficult” (Myles, 2002, para.8). Newfields (2003) believes that students’ ability to write clearly about topics related to their research fields is essential and is regarded as one of the authentications of a higher education. More importantly because they are scholars who are expected to produce numbers of writing for the development of the field of study they are in, after they graduate. In the course the students are introduced to techniques such as quoting, summarizing, paraphrasing, and hedging. This study focused on analyzing the use of hedges on the students’ academic writing. As Hedges function as one of the elements of voice construction, and according to Steward (as cited in Zhao, 2012) voice “is believed to be the fundamental of good writing” (p.202).

Hedges are now recognized as important devices in writing as many scholars are interested in making study about this particular tools. Myers (as cited in Salager-Meyer, 1997) considers hedges as positive or negative politeness strategies. Hedges are believed as one of devices to modify writers’ assertions, specifically to tone down uncertain and potentially risky claims according to Hyland (2000). He also argues that it can help writers “to communicate more precise degrees of accuracy in their truth assessments” and “[to balance] conviction with caution” (pp.1-2). Hidayati, Muhammad, & Dallyono (2008) in their study found that hedges enable subjects to express proposition with greater accuracy, help subjects to anticipate possible negative effects of being proven wrong and contribute to the development of writer-reader development. Skelton (as cited in Salager-Meyer, 1994), argues that “hedges should not always be considered as a problem, as a "cover-up" tactic, but rather as a resource to express scientific uncertainty, skepticism and doubt”(p.3).
However, studies about hedges are of course not merely discussing about its function. There are some issues regarding the application and the understanding of hedges, especially in L2 learners’ writing. According to Hidayati, Muhammad, & Dallyono (2008) and Hyland (1996) it is difficult for foreign students even the formally proficient L2 writers to adequately hedge their propositions. Dalyono and his fellows found that the S-1 graduates, their subjects of study, seem to have lack understanding of concept of hedging as they failed to give specific explanation to their hedged features. While Hyland (1996) found that the number of hedges used in L2 corpora are far a lesser amount compared to the native students’ corpora. Not only having problems in presenting hedges in their writing, recognizing hedges on a text also could be problematic to L2 learners. Hyland (2000) found that “the efforts of academic writers to weaken their commitment and withhold certainty from their propositions may go unnoticed by L2 readers.” He indicates that that modal such as may and might “tended to be accorded greater assurance than they usually receive” by L2 learners (pp.19-20).

These studies shows that L2 learners have difficulties comprehending hedges whether it’s within their own writing or in others. Thus, the significance of this study is too see if the students, who have been studying English in the Faculty for at least 2,5 years, had used hedging effectively.

Seeing that hedges could be problematic to L2 learners even to those with good command of the language, this study is aimed to answer the research question “How do EFL students use hedges in their academic writing?” and “What problems do the students have in the application of hedging?” Another question was added during the research course based on an emerging theme from the second question, i.e. “What are the implication of the missing hedges in students’ writing?”
1. Literature Review

The following sections discuss about *hedges as an element of voices, hedges in academic writing* and also *the taxonomy of hedges* which is used as the framework in this study.

1.1 Hedges as an Element of Voice

To see whether or not students have successfully become good writers is by seeing how they convey their ideas or claims. Writing gives writer the opportunity to look for sources before they state their claims on writing and how they deliver it through sentences is what we called voice. According to Hyland (2008) (as cited in Zhao, 2012) voice is essentially an interaction between writers and readers. Hyland also states that “writing can’t not have a voice. Voice, then, is not an optional extra but an aspect of how we position ourselves in relation to our communities”.

However to be able to see voice on a writing, according to Zhao (2012), there are two major systems of interactional model of voice which are writer-oriented and reader-oriented. Reader-oriented engagement “is realized through *readers* pronouns, *personal asides*, *references to shared knowledge*, *directives and (rhetorical/audience directed) questions.*” Whereas writer-oriented refers “to how writers present themselves, their opinions and their arguments through the use of four linguistically available elements: *hedges, boosters, attitude markers and authorial self-mention*” (p.203).

However this present study will only focus on hedges as one of the elements of writer-oriented systems. Marco, Kroon, & Mercer (2006) point out hedging as a pragmatic
attitudes play “an essential role in building the argumentative structure of the scientific article, and in conveying the nuances that help to support the author’s knowledge claims.” (p.248)

1.2 Hedges in Academic Writing

“As the academic world is that of “uncertainties, indirectness, and non-finality” (Mauranen 1997: 115), it is hardly surprising that hedges play a major role in academic discourse” (Riekkinen, 2009, pp.10). In most academic papers, author most likely borrows other authors’ ideas to help them support their claims. However, when they are uncertain of their propositions and comments, author can always use hedges. Hyland (2001) proposed “hedges such as might, probably, and seem signal a tentative assessment of referential information and convey collegial respect for the views of colleagues” (p.1). It is to help them show that they are not so sure. This also to help them convince the reader that what they are saying throughout the paper is something they can be responsible of. That is why, it is probably best to show the uncertainty by using hedges rather than proposing ideas without facts and ends up being unreliable. This was also supported by Hyland (2000), “[t]he crucial importance of hedges lies in the fact that readers expect claims to be warranted in terms of the assessments of reliability they carry and appropriate in terms of the social interactions they appeal to” (p.1). It means that without hedging, a writing barely give a chance for the reader to oppose authors’ claims. Furthermore, sometimes the claims were merely just their ideas without the presence of facts or valid research data. Thus, hedging is considered “as one of the most important aspects in the texture of interaction between the reader and the writer/researcher is often perceived as contributing to the subtlety and flexibility of
the text as well as the persuasiveness of the ideas” (Šeškauskien, 2008). It also relates to what Gillet, Hammond, & Martala (2009) state in their book, ‘Inside Track to Successful Academic Writing’ that “academic writing often calls for a cautious style, and there are various ways in which caution can be expressed” (p.206). Showing caution according to them, can be done through the use of hedges.

### 1.3 Taxonomy of Hedges

Hedges was first introduced by George Lakoff (1973, p.471), who defined hedges as “words whose job is to make things fuzzier or less fuzzy”. Following his research, many scholars have attempted to explore and ascertain more about the application of hedges. They developed Lakoff’s idea based on their understanding. This what probably leads Crompton (1997) to premise that hedging cannot “be pinned down and labelled as a closed set of lexical items” because “to count all uses of certain linguistic tokens as hedges is to run the risk of misinterpreting the discourse” (pp.279-281). Thus, until this present time there are no fixed types or model of classification of hedges and the following models and some other models from other scholars can be considered as references to understand hedging better. Hyland (1994), the most known scholar in study of Hedging classified the following lexical items, as hedges: (1) Modal auxiliary verbs; (2) Adjectival, adverbial and nominal modal of expression; (3) Modal lexical verbs; (4) If clauses; (5) question forms; (5) Passivisation; (6) Impersonal phrases and (7) Time reference.

Another prominent taxonomy of hedges is suggested by E. F. Prince (1982) and his fellows (as cited in Hua, 2011). They classified hedging into two groups, which are Approximators and Shields.
Approximators refers to “expressions which call change to the original meaning”. They “express the degree of correctness”. Rounders “indicates the inexact preciseness of terms” (p.563). Another one, shields “indicates that speakers are not fully committed to the validity of the proposition they are conveying” (p.563). Plausibility shields shows “speakers’ own attitude towards a proposition.” Attribution Shields shows “the degree of uncertainty towards a proposition to another party” (Hua, 2011, pp 563 -564)

As what I have mentioned earlier, Crompton (1997) proposes that there can be no fix lexical items to be called as hedges, each scholars’ view differs from each other. So you can see that Hyland excludes approximators in his model. ‘Approximators’ as hedging however is considered by Crompton (1997) as “a class of words which most obviously seems to meet G.Lakoff’s original definition”(p.281) “words whose job is to make things fuzzier or less fuzzy” (Lakoff, 1973, p.471). The various taxonomies make it difficult for the researcher to classify the data, since it has to be done twice according to the two taxonomies. Both taxonomies basically share similar idea and balance each

| Approximators | Adaptors | sort of, kind of somewhat, really, almost, quiet, entirely, a little bit, to some extent, more or less |
| Rounders | Approximately, essentially, about, something between..and.., roughly |
| Shields | Plausibility Shields | Think, guess, believe, afraid, assume, suppose, seem, as far as I’m concerned |
| Attribution Shields | someone suggests that ; it is reported that |
other. Thus, I decided to use Salager-Meyer (1997) taxonomy of hedges, which seems to meet both previous scholars’ understanding of hedges. This taxonomy also represents “the most widely used hedging category” (p.109).

<table>
<thead>
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<td>Modal Auxiliary verbs - MAV</td>
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<td>Modal Lexical Verbs - MLV</td>
<td>to seem, to appear, to believe, to assume, to suggest, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate</td>
</tr>
<tr>
<td>Approximators of Degree, quantity, frequency and time - A-DQFT</td>
<td>Approximately, roughly, about, often, occasionally, generally, usually. somewhat, somehow, a lot of.</td>
</tr>
<tr>
<td>Introductory Phrases - IP</td>
<td>Believe, to our knowledge, it is our view that, we feel that</td>
</tr>
<tr>
<td>If clauses - IC</td>
<td>If true, if anything</td>
</tr>
<tr>
<td>Compound Hedges - CH</td>
<td>Seems reasonable, looks probable.</td>
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THE STUDY

1. Context of the Study

This study is carried out in Faculty of Language and Literature, Satya Wacana Christian University, Salatiga, Indonesia. It has two programs which are English Education and English Literature. The subjects of the study are students majoring in English Education. The ease of the researcher to reach the sites were the reason behind this selection. The students being the subjects are also Non-Native Speaker of English whose mother tongue are not English thus they suit the researcher target subjects which are L2 learners of English.

2. Participants

The researcher used convenience sampling and took 19 first drafts from one out of 4 classes opened in the even semester of 2014/2015. The participants of the study are 19 students majoring in English of Education. They have enrolled in the Faculty for at least 2,5 years and were taking academic writing course of 4-credit hour during the semester. All of the students have passed the 3 pre-requisite writing classes; Guided Writing, Narrative and Descriptive Writing and Expository and Argumentative Writing.

3. Data Collection

The data were obtained from an academic writing class which was taught during the even semester of the academic session 2014/2015. The data were the students’ first-draft in their academic writing class and about 8 pages long from each students. In order to obtain the data, the researcher asked for help from a lecturer. In the
course, students could choose one out of two topics which were ‘Native and Non-Native English Speaker Teacher in English Language Teaching’ and about ‘Proficiency Test as a Marker of Students’ Competence’. They were already provided several articles and journals with similar topic to then make use of them as supports. Secondly, the students constructed the writing in class and had a chance finishing it at home. Hedges were covered only one session throughout the semester and students acknowledge hedges as a tool to show uncertainty in general. These were done according to the course’s syllabus. Researcher then collected the data which are the students’ first drafts from the lecturer.

4. Data analysis

Researcher analyzed the use of hedges in students writing and classified it according to the taxonomy of hedging proposed by Salager-Meyer (1997) since according to him, it represents “the most widely used hedging category” (p.109). Moreover, it covers the other two known taxonomies proposed by Hyland (1994) and Prince (1982). The researcher read the whole essay of each students and sorted out sentences in the students’ writing. The researcher classified sentences with hedges accordingly and proposition and comments which need hedging accordingly. Researcher then analyzed the data to describe the type of hedges used by students and the problems which occur in the application of hedging.

DISCUSSION

Crompton (2006) believes that the main speech act performed in academic writing is stating proposition. The students have to be able to state their proposition, opinion
and claims to later be supported by examples, explanations or previous research in order to strengthen their propositions or claims. Proposition refers to “sentence or expression that is either true or false” (Neuffer, n.d., para. 1). The following are discussion on the distribution of hedging in the EFL students’ propositions or claims and comments towards the topic they were writing on.

1. The Use of Hedging in Students’ Writing

*Table 1.* Distributions of All Types of Hedges in the Students’ Writing

<table>
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<tr>
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<th>S 1</th>
<th>S 2</th>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>A-DFT</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>IP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>I-C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CH</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Note.* MAV = Modal Auxiliary Verbs; MLV = Modal Lexical Verbs; AAMP = Adverbial, Adjectival, Nominal Modal Phrase; ADFT = Aproximators of Degree, Frequency and Time; IP = Introductory Phrase; CH = Compound Hedges.

As shown in table 1, three types which are, Modal Auxiliary Verbs, Modal Lexical Verbs and Approximators appeared in all of the students’ writing. The distribution of the rest of types are not even between each students. However, the table shows that all of the students applied at least 4 types of hedges in their writing. The table also shows that all types of hedges proposed by Salager-Meyer (1997) appeared in the students writing despite of the random distribution within the students writing.
The following section discussed further about the use of each type in the students writing.

**Diagram 1. Occurrence Percentage**

The data indicate that approximators of degree, frequency and time have the highest percentage, being used in the students writing followed by Modal Auxiliary Verbs and Modal Lexical verbs in the second and third highest. The other four types were applied in some of the students writing but only less than 10 percent.

1.1 Approximators of Degree, Frequency and Time

**Table 2.** Distribution of Approximators of Degree, Frequency and Time

<table>
<thead>
<tr>
<th>Approximators of Degree, Time and Frequency</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many</td>
<td>82</td>
</tr>
<tr>
<td>Some</td>
<td>80</td>
</tr>
<tr>
<td>Most</td>
<td>14</td>
</tr>
</tbody>
</table>
Approximators used in the students’ writing were mostly used by the students to show that they were not sure with the precision of the data they have. The table shows that most used approximators are *many* and *some*. Approximators function to show that the “proposition is correct or it is partially correct” (Hua, 2011, p. 563). I found most of the *approximators* in the introduction of the writing when they were trying to bring out the issue by stating people’s opinion and or thoughts.

**Examples:**

**Student 1:** “*Many* people use and learn English as their communication tools since it is used as a lingua franca.”

**Student 9:** “Nowadays, *many* people around the world, especially academic communities, ...”

Graff & Birkenstein suggested that to enter a conversation students can use what others say “or might say” as a launching pad or sounding board for their ideas (2006). However, since they had only journals and articles as their source of research, they probably had no chance but to hedge the number of subject stated in their writing. The topic they were discussing involves some opinions of other people and they need to state it in order to start their arguments. It is probably the reason why *some, many, most, a few, a lot of and majority* were found, because they were not sure about the preciseness of the number of subject they are talking about. *Approximators of frequency*
and time were also found, such as often, usually and somehow but not as many as approximators of quantity.

1.2 Modal Auxiliary Verb

Table 3. Distribution of Modal Auxiliary Verb

<table>
<thead>
<tr>
<th>Modal Auxiliary Verb</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>31</td>
</tr>
<tr>
<td>Might</td>
<td>22</td>
</tr>
<tr>
<td>Would</td>
<td>22</td>
</tr>
<tr>
<td>Could</td>
<td>21</td>
</tr>
<tr>
<td>Should</td>
<td>18</td>
</tr>
</tbody>
</table>

All of the students also used modals as their hedging, such as may, might, could, would and should, to express lack of certainty in making arguments. This is probably because they have learned about modal in grammar courses. Hyland (1994) also addressed that “modals are the most easily identified and widely used means of hedging in academic writing” (p.247). The table shows that may is used the most as a modal. The students used modal mostly when they made comments toward the topic. After proposing their claims, students usually add their own comments and conclusion towards their own claims.

Examples:

Student 1: “It might be the reason why some people underestimate non-native teachers over native teachers, ...”

Student 18: “Whereas, for NESTs unconsciously they may not be sensitive to the culture of students, ...”
According to Lock (1996) these modals function as the “speaker’s judgment of the likelihood of the information in the clauses being true” (p.194). It also range from the high, mid to low level of certainty they express (Lock, 1996). Aside from its’ function to show likelihood, modals function as hedging practically help students anticipating possible negative effects of being proven wrong. (Hidayati, Muhammad, & Dallyono, 2008). Thus rather than claiming X is Y, most if not all students used X may/could/might/should, etc be Y. It is good to see that most of the students have made use of modal to escape from crisis being proven wrong. I said most because although modal auxiliary verbs appear in all of the students writing, some students still missed to hedge some of their statements.

1.3 Modal Lexical Verb

Table 4. Distribution of Approximators of Modal Lexical Verb

<table>
<thead>
<tr>
<th>Modal Lexical Verb</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>37</td>
</tr>
<tr>
<td>Believe</td>
<td>18</td>
</tr>
<tr>
<td>Assume</td>
<td>10</td>
</tr>
<tr>
<td>Seem</td>
<td>5</td>
</tr>
<tr>
<td>Suggest</td>
<td>3</td>
</tr>
<tr>
<td>Tend</td>
<td>3</td>
</tr>
<tr>
<td>Argue</td>
<td>3</td>
</tr>
<tr>
<td>Appear</td>
<td>2</td>
</tr>
<tr>
<td>Claim</td>
<td>2</td>
</tr>
</tbody>
</table>

I believe the existence of modal lexical verbs play crucial role in the reliability of students’ proposition. It is because when stating a proposition, it is important to make use of these tentative language was merely a suggestion or claim of someone. Oxford
Advanced Learners’ Dictionary (2007, p.1582) defines tentative as “not definite or certain because you may want to change it later”. The modal lexical verbs in the students writing are including words such as believe, think, assume, seem, appear, suggest, tend, argue, and claim. Students used this lexical items to introduce others’ opinions, both which supports and against their argument. The most used lexical verbs in the students writing is think.

Examples:

Student 15: “..., some people who choose NEST because they believe that they are best role-model,...”

Student 17: “..., that they seem to ignore the fact that NNESTs’ pronunciation is actually influenced by their accent such as a mix of Javanese-English.”

Similar to approximators and modal auxiliary verbs, although it appears in all of the students writing, I still find some students neglected these modal lexical verbs and made some of their propositions sound too over-confident.

1.4 Introductory Phrase

Table 5. Distribution of Approximators of Introductory Phrase

<table>
<thead>
<tr>
<th>Introductory Phrase</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe</td>
<td>11</td>
</tr>
<tr>
<td>I think</td>
<td>9</td>
</tr>
<tr>
<td>My- view/point of view/opinion/argument</td>
<td>9</td>
</tr>
<tr>
<td>I argue</td>
<td>1</td>
</tr>
</tbody>
</table>

Introductory phrases similar to modal lexical verbs functions to “express writer’s personal doubts” Salager-Mayer (1997) but this one has a more direct involvement. These “include first person pronouns so as to show speakers’ stance that
their statement is not absolutely right or true since it is just their own opinions” (Hua, 2011, p.563). They were mostly used to introduce a claim on a new passage. Modal lexical ‘believe’ is used most by the students as an introductory phrase.

Examples:

Student 8: “[because] of that and other reasons, I believe that Non-native English Speaker Teacher is better than Native English Speaker Teacher.”

Student 9: “I believe that a result of a proficiency test can only be a measurement for the basic competence of someone’s proficiency,...”

12 out of 19 students (see table. 1) managed to make use of this tentative language to safely enter the conversation in their writing, while some failed to present introductory phrases. It results in as if their writing has not voice because they were merely presenting comments without a clear stance toward the topic. This also will be discussed further in discussion part.

1.5 If Clause

Table 6. Distribution of Approximators of If Clause

<table>
<thead>
<tr>
<th>If Clause</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If</td>
<td>25</td>
</tr>
</tbody>
</table>

If-clauses were also found in the students’ writing. 12 students applied this on their writing. They made use of if when trying to explain their proposition. In order to make an example or illustration of a case before giving arguments.

Examples:
Student 6: “For example, if the student did not understand what the teacher said, they can ask the teacher to repeat,...”

Student 7: “If some people including researchers think that NESTs are not really good in teaching English, here I will,...”

1.6 Adverbial, Adjectival, Nominal Modal Phrase

Table 7. Distribution of Approximators of Adjectival, Adverbial, Nominal Phrase

<table>
<thead>
<tr>
<th>Adjectival, Adverbial, Nominal Phrase</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maybe</td>
<td>9</td>
</tr>
<tr>
<td>Assumption</td>
<td>8</td>
</tr>
<tr>
<td>Probably</td>
<td>5</td>
</tr>
<tr>
<td>Suggestion</td>
<td>1</td>
</tr>
<tr>
<td>Perhaps</td>
<td>1</td>
</tr>
<tr>
<td>Claim</td>
<td>1</td>
</tr>
</tbody>
</table>

Adjectival, adverbial, nominal modal phrases were used less by the students. Only 11 students managed to slip these phrases on their writing. This particular lexical items has similar function as other hedges which to show the uncertainty. Most of them are found in students’ comments. Maybe is the adverbial phrase which is used the most in the students writing.

Example:

Student 15: “despite the fact that maybe some NNEST who take a study abroad,...”

Student 16: “it did not mean that his NEST did not know the answer, but perhaps his NEST could not explain it”
1.7 Compound Hedges

Table 8. Distribution of Approximators of Compound Hedges

<table>
<thead>
<tr>
<th>Compound Hedges</th>
<th>Total Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>May seem</td>
<td>3</td>
</tr>
<tr>
<td>Might think</td>
<td>3</td>
</tr>
<tr>
<td>Might Rarely</td>
<td>2</td>
</tr>
<tr>
<td>May Assume</td>
<td>2</td>
</tr>
<tr>
<td>May tend</td>
<td>1</td>
</tr>
<tr>
<td>May tend to</td>
<td>1</td>
</tr>
</tbody>
</table>

Compound hedges just like adverbial, adjectival, and nominal phrases were rarely to be found but appeared in some of the students writing. Only 6 students applied this type of hedges in their writing. There are no significant difference on the number of occurrence of each lexical item.

Example:

Student 7: “Although the issue of NESTs and Non-NESTs may seem trivial,…”

Student 17: “Although accented speech may seem of concern to only small group of students,…”

2. The Absence of Hedges

The main problem students are having in the application of hedging is that they sometimes forget to put one in their proposition and comments. I have sorted some proposition and comments in the students’ writing which I think are supposed to be hedged. In relation to the previous discussion, although it may seem as if the students
have acquired the skill of using hedges within their writing, they still have to pay attention in the consistency of applying hedges.

Table 9. Occurrence of missing hedges in the Students’ Writing

<table>
<thead>
<tr>
<th>RESPONDENTS (S)</th>
<th>S 1</th>
<th>S 2</th>
<th>S 3</th>
<th>S 4</th>
<th>S 5</th>
<th>S 6</th>
<th>S 7</th>
<th>S 8</th>
<th>S 9</th>
<th>S 10</th>
<th>S 11</th>
<th>S 12</th>
<th>S 13</th>
<th>S 14</th>
<th>S 15</th>
<th>S 16</th>
<th>S 17</th>
<th>S 18</th>
<th>S 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

According to the table, 11 out of 19 students struggled with the consistency of applying hedges in their writing. Although they had applied some hedges in their writings, they still neglected the importance of hedges in some of their arguments and comments.

Diagram 2. Missing Hedges on Propositions and Comments

The diagram shows the distribution of missing hedges. I found 26 problematic sentences. The problematic sentences refers to sentences without hedges. However the three main missing hedges in the students writing are approximators, introductory phrase and adjectival, adverbial and nominal verbs. Adjectival, adverbial and nominal verbs.

20
verbs could actually be replaced by compound hedges and modal auxiliary verbs while introductory phrase could also be replaced by modal lexical verb. The application of the hedges depends on the style of writing of the author. Thus, I narrowed down the missing hedged into the three lexical items only according to what hedges I believe should suit the statement best. The three lexeme, I believe have the most significance in the strength of the students’ propositions.

2.1 No Approximators

Although approximators are the most used hedges in the students writing. Some students forgot to apply one in some of their propositions. 8 out of 26 problematic sentences or 30.77% of the problematic sentences are those without approximators.

Example:

**Student 8:** “Since *Native English teacher* [did] not have experience of learning English as their second language, *they* [were] weak, ...”

**Student 13:** “It is not only English native speakers do that, but *every* native speakers of their mother tongue [do] that.”

2.2 No Introductory Phrases

Introductory phrases is considered important because by applying them on the propositions helps readers recognize that it was the students’ idea or own words. Modal lexical verbs such as believe, assume, or argues which usually collocate to the pronouns used by the students. It also helps readers recognize the certainty of their statements. However, some students are still missing this particular lexical item functions as hedging device on their statements. 11 sentences or about 42.30% of the problematic sentences are found without introductory phrases.

Example:
Student 3: “While NESTs not really pay attention in grammar, NNESTs give more detail in correcting the grammar.”

Student 8: “NNESTs are better in reading and speaking skills, and also grammar because they learn it, unlike NESTs who get it unconsciously.”

2.3 No Adjectival, Adverbial, Nominal Modal Phrase

Another missing hedges are adjectival, adverbial, nominal modal phrase. About 26.92% or 7 out of 26 sentences are found without this particular hedges. The students seems to have limited vocabulary register relating to adjectival, adverbial, nominal modal phrase seeing that this particular lexical items were used less and when it could actually be inserted in their statements.

Example:

Student 2: They have already read the book related to the material discussion in every meeting.

Student 4: Beside non-native English speaker teachers have more knowledge in teaching English as foreign language; they also always do better preparation in teaching English in classroom.

3. Implication of the Missing of Hedges in Students’ Writing

The following are some problems caused by the missing hedges. This also helps to describe the significance of hedging as an academic writing tool. I categorized the implication of the problematic sentences in previous discussion into two kinds which are overgeneralization and reliability issues.
Table 10. Occurrence of Issues in the Students’ Writing

<table>
<thead>
<tr>
<th>Overgeneralization</th>
<th>Reliability Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 10 shows the occurrence of the issues. There are 5 cases of overgeneralization and 21 cases of reliability issues. Again, I would like to mention that the data were most probably students’ very first experience in writing an academic context and presenting their proposition of the chosen topic. So, although the issues caused by missing hedges is considered a minor problem of the whole content in their writing, still, students should learn to be more cautious in order to escape the following risks.

3.1 Overgeneralization

Overgeneralization is the result of missing approximators as hedges in students’ writing. It is not a few of the students who carelessly omitted the device and overgeneralized the statement. Unless they have precise number of data, it is better for them to hedge the number of subject being talked by using “imprecise quantifiers” (Hyland, 2003, p.191)

Table 11. Examples of Hedged and Unhedged Proposition (Approximators)

<table>
<thead>
<tr>
<th>Hedged – Approximators</th>
<th>No Approximators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong>: “<em>Many</em> people use and learn English as their communication tools since it is used as a lingua franca.”</td>
<td><strong>Student 8</strong>: “Since <em>Native English teacher [did] not have</em> experience of learning English as their second language, <em>they [were] weak, ...</em>”</td>
</tr>
</tbody>
</table>
Student 9: “Nowadays, many people around the world, especially academic communities, ...”

Student 13: “It is not only English native speakers do that, but every native speakers of their mother tongue [da] that.”

Not only approximators, the inexistence of hedges such as the adverbial, adjectival, nominal modal phrase can actually also results in overgeneralization. The two examples shows that the students overgeneralized NEST by not using any hedges. It probably best for them to add hedges such as perhaps or probably so that the reader would not attack them for being so confident with their statements. This relates to the function of hedges as an anticipation of possible negative consequences being proved wrong.

“Academics seek agreement for the strongest claims they can for their evidence, as this is how they gain their academic credibility, but they also need to cover themselves against the embarrassment of categorical commitment to statements that later may be shown to be wildly inaccurate.” (Hyland, 1996, p.479)

Table 12. Examples of Hedged and Unhedged Proposition (Adjectival, Adverbial, Nominal Modal Phrase)

<table>
<thead>
<tr>
<th>Hedged – Adjectival, Adverbial, Nominal Modal Phrase</th>
<th>No Adjectival, Adverbial, Nominal Modal Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 15: “despite the fact that maybe some NNEST who take a study abroad,...”</td>
<td>Student 2: They have already read the book related to the material discussion in every meeting.</td>
</tr>
<tr>
<td>Student 16: “it did not mean that his NEST did not know the answer, but perhaps his NEST could not explain it”</td>
<td>Student 4: Beside non-native English speaker teachers have more knowledge in teaching English as foreign language; they also always</td>
</tr>
</tbody>
</table>
do better preparation in teaching English in classroom.

3.2 Reliability Issues or Hasty Assumption and Failed Implications

The sentences which I sorted in reliability issues are those without supports from any previous studies and without introductory phrases. As scholars they have to be clear about the idea they are proposing, whether it is theirs’ or others’. Thus, it is necessary to add introductory phrases to show that it was their arguments toward the topic.

Table 13. Examples of Hedged and Unhedged Proposition (Introductory Phrases)

<table>
<thead>
<tr>
<th>Hedged – Introductory Phrases</th>
<th>No Introductory Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 8:</strong> “[because] of that and other reasons, I <em>believe</em> that Non-native English Speaker Teacher is better than Native English Speaker Teacher.”</td>
<td><strong>Student 3:</strong> “While NESTs not really pay attention in grammar, NNESTs give more detail in correcting the grammar.”</td>
</tr>
<tr>
<td><strong>Student 9:</strong> “I <em>believe</em> that a result of a proficiency test can only be a measurement for the basic competence of someone’s proficiency,…”</td>
<td><strong>Student 8:</strong> “NNESTs are better in reading and speaking skills, and also grammar because they learn it, unlike NESTs who get it unconsciously.”</td>
</tr>
</tbody>
</table>

This issues also occurs when students desert the function of modal lexical verbs functions as hedging in making a claim. The case happened in one of the respondent’s writing is he or she made a very strong comment as if it were a fact (using ‘are’) only to later paired to a study which ‘assume’ the comments. This probably because they have not really understood the tentative function of language such as *believe, assume*
and argue. This may also relate to what Hyland (2000) presented in his one of his empirical study that “the effort of academic writers to weaken their commitment and withhold certainty from their propositions may go unnoticed by L2 readers” (p.19).

Example:

**Student (3):** Non-native English teachers are great in teaching grammar and reading,... Mahboob’s (as cited in The Malaysian Online Journal of Educational Science, 2010) study that is point out that the learners assumed the NNESTs were great for educating reading, grammar and listening.

They have to be careful not only in formulating their writing but also in interpreting the sources they are using in their writing.

Example:

**Student 16:** “Another reason why Non-NEST is better teacher than NEST is they are well-trained. Many Non- NESTs have taken formal or informal class before they teach English.”

**Student 12:** “As grammar is the most important in arranging sentences in English, there are three course level of grammar that we need to take in my faculty,...”

The above statements are those without any supports from any previous studies. I called the unreliable claims as hasty assumptions. Salager-Meyers (1997) proposes that students writers, especially Non-native English Students should “be made aware of the fact that unhedged conclusions are open to criticism and could even be considered as intellectually dishonest”(p.114). The two examples above are quite risky, because they provide no previous study to support their claims. They also did not add any introductory phrase or modal lexical phrase that it was merely their opinion
CONCLUSION

As the aim of this study is to describe the use of hedging in EFL students’ academic writing, in conclusion, the students have already been able to apply hedges in their writing. All types of hedges proposed by Salager-Meyer (1997) are found in the students’ writing showing that they are already exposed and aware of the existence of hedging though the distributions are not even from each student. *Approximators* are used the most by the EFL students followed by modal auxiliary verbs and modal lexical verbs which appeared in all of the students writing. The other four types of hedges, adjectival, adverbial, nominal modal phrase; if clause; introductory phrase and compound hedges were also appeared in the EFL students writing but distribution are not even.

Another finding in this study also indicates that more than 50% of the students failed to apply hedges accordingly within their proposition and comments in their academic writing. 11 out of 19 students failed to consistently apply hedges in their propositions. This shows that what Hyland (2000) proposed about L2 learners having difficulties in comprehending hedges is most probably true. The problem of missing hedges in the students’ writing also results in two main issues which are overgeneralization and reliability issues.

According to the findings, it is perhaps wise to acknowledge that hedges is an important device and need to be covered not only in one meeting. It can be introduced in early semester and not necessarily during academic writing class. It can probably be introduced in reading class or argumentative writing as its functions can be applicable in other skills as well. Thus, they have to understand the power of the lexical items they
are using. Once they understand better the function of particular lexical items as hedging, I believe they would be able to understand an academic text better and write a better academic paper as well as according to Hidayati, Muhammad, & Dallyono (2008) students need to recognized hedges in order to sharpen their writing.

As this finding is only based on the researcher’s interpretation of the data, further research may be needed to see the reasoning of the students in using hedges to further understand their comprehension toward hedging. It is also could be interesting to find the hedging used by EFL learner in other courses such as speaking.
Acknowledgement

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REFERENCES


Appendix 1

The Students’ Hedging distribution – sorted data.

Students 1

1. Some people assume that native teachers have more expertise in teaching English than non native teachers, because English is their mother tongue.

2. Many people in non native countries used to think that NESTs (Native English-Speaking Teachers) are the ideal teachers in teaching English.

3. Technically, that perception is common because many believe that, teachers who were born in English-speaking countries can surely teach English better than non native ones.

4. Often said that natives are nature-born English teachers, people decide to close their eyes toward the real requirements.

5. However, we should not avoid the fact that if someone wants to be an English teacher, whether s/he is a native or non native, s/he has to have a high education level background that is specifically required in an educational policy.

6. On the other hand, some other people think that non native teachers are better than native teachers, because non native teachers can teach with two languages that will lead the students to a better understanding in learning English, however, non native teachers have linguistic weaknesses because English is their second language.

7. Nevertheless, I personally believe that, being taught by both native and non native English-speaking teachers will lead the students to a better understanding.

8. The first reason to be revealed is, I believe that both types of teacher are already qualified in teaching English.

9. For some cases, I have been experiencing in my environment, especially in formal educational places, when it is the time for us as students to choose classes for the upcoming semester, I have seen a lot of students choose their teachers subjectively.

10. I heard so many opinions and reasons from the other students.

11. The most ridiculous reason is that they said that native teachers are always right about everything.

12. In contrast to their opinion, I think native teachers are the same with non native teachers, they have strength and weaknesses.
13. **If** we are comparing native English-speaking teacher with minimal education level background to non native English-speaking teacher who has higher education level background, theoretically, the non native one, **would** be a better teacher than native teacher.

14. It **might** be the reason why does some people underestimate non native teachers over the native teachers, because they **think** native teachers are always know everything about English, surely they are more natural in delivering their teaching materials in English.

15. In this case, I **think** non native teachers have the same rights with native teachers.

16. For **some** people, they refer to choose non native teachers for their classes, because they said, the way the teachers delivering material is more understandable, and it will automatically drag up their grades at the end of semester.

17. I heard that **some** people do not prefer to be taught by native teachers, it is because they speak too fast to be understood by the students who are mostly non native speakers.

18. I **think** NESTs’ and NNESTs’ strengths are such a good collaboration that would create a perfect and positive language learning atmosphere for the second or foreign language learners as both teachers would balance each other and fill in the gaps of each other’s weaknesses.

19. It was because they **believed** that the Native Speaker Teachers (NSTs) provided them a model of the language whereas the Non-native Speaker Teachers (NNSTs) were the interpreter of the language.

20. **As I stand in my position,** that NESTs and NNESTs are equal, I **would** definitely agree with **some** experts who see NESTs and NNEST as an ideal combination to come up with an approximately perfect result on their students.

21. Both native and non native English teachers are not suppose to be judged by their national origin, because I **believe** all of them are competent and qualified to be English teachers.

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**Students 2**

1. **Many** people use and learn English as their communication tools since it is used as a lingua franca.

2. **Many** companies and governments are mostly using English as their media communication to negotiate or promote their products.

3. However, they **should** try hard to get the job by learning English well.

4. In order to have a good opportunity in getting a job, **many** people learn English with Native English Speaker (NES).

5. They **assumed** that they could imitate the NEST’s pronunciation since NESTs are good model in oral skills to imitate the pronunciation of the target language correctly (Meadows & Muramatsu, 2007; Mahboob, 2004; Lasagabaster & Sierra, 2002; Wu and Chung Ke, 2009; as cited in
Research and trends in the studies of native & non-native speaker teachers of languages: A review on selected researches and theses by Fathen Suriati Jusoh et al.

6. In the other word, they **think** that the best teacher is the one who fully understand the target language that is the native English speaker teacher (NEST).

7. By imitating NEST’s pronunciation, the students **believe** that they can achieve the target language easily. Edge (1988) is also support the idea that native English speaker is an appropriate model for the English Second Language (ESL) or English Foreign Language (EFL) students (as cited in Non-native English-speaking English language teachers: History and research by Lucie Moussu & Enric Llurda, 2008: 321).

8. **Many** people still **believe** that NEST is better than Non-NEST since English is NEST’s mother tongue.

9. They **assumed** that having the real example in learning can gain many advantages such as can imitate the real pronunciation, have a good understanding by observing the real situation as the native does, etc. Kramsch (1997) argued that “native speakership is … the acceptance by the group that created the distinction between native and nonnative speakers” (p. 363; as cited in Myths and Misconceptions About Nonnative English Speakers in the TESOL (NNES) Movement by Ali Fuad Selvi, 2014: 579).

10. **Although many** people **believe** that native English speakers are better than Non-Native English Speakers, I strongly support that both of them are good in teaching English.

11. Before having a depth discussion about NEST and Non-NEST, we **should** know and understand the definition both NEST and Non-NEST.

12. **According to some experts**, Non-NEST can take the advantage in understanding the students’ mother tongue (Mahboob, 2004; Medgyes, 1994; Tatar & Yildiz, 2010; as cited in Myths and misconceptions about nonnative English speaker in the TESOL (NNES) movement by Ali Fuad Selvi).

13. They **should** use English in delivering the material so that the learning process can be done effectively.

14. In this case, Non-NEST is **usually** well prepared before doing their teaching process.

15. However, they also have **some** weaknesses such as they **might** rarely use English as a media communication in the classroom activities therefore **some** times they will use their students’ mother tongue and **many** of them focus on the textbook material.

**Students 3**

1. **Many** people use and learn English as their communication tools since it is used as a lingua franca.

2. **Many** companies and governments are mostly using English as their media communication to negotiate or promote their products.
3. However, they should try hard to get the job by learning English well.

4. In order to have a good opportunity in getting a job, many people learn English with Native English Speaker (NES).

5. They assumed that they could imitate the NEST’s pronunciation since NESTs are good model in oral skills to imitate the pronunciation of the target language correctly (Meadows & Muramatsu, 2007; Mahboob, 2004; Lasagabaster & Sierra, 2002; Wu and Chung Ke, 2009; as cited in Research and trends in the studies of native & non-native speaker teachers of languages: A review on selected researches and theses by Fathen Suriati Jusoh et al).

6. In the other word, they think that the best teacher is the one who fully understand the target language that is the native English speaker teacher (NEST).

7. By imitating NEST’s pronunciation, the students believe that they can achieve the target language easily. Edge (1988) is also support the idea that native English speaker is an appropriate model for the English Second Language (ESL) or English Foreign Language (EFL) students (as cited in Non-native English-speaking English language teachers: History and research by Lucie Moussu & Enric Llurda, 2008: 321).

8. Many people still believe that NEST is better than Non-NEST since English is NEST’s mother tongue.

9. They assumed that having the real example in learning can gain many advantages such as can imitate the real pronunciation, have a good understanding by observing the real situation as the native does, etc. Kramsch (1997) argued that “native speakership is…the acceptance by the group that created the distinction between native and nonnative speakers” (p. 363; as cited in Myths and Misconceptions About Nonnative English Speakers in the TESOL (NNEST) Movement by Ali Fuad Selvi, 2014: 579).

10. Although many people believe that native English speakers are better than Non-Native English Speakers, I strongly support that both of them are good in teaching English. 

11. Before having a depth discussion about NEST and Non-NEST, we should know and understand the definition both NEST and Non-NEST.

12. According to some experts, Non-NEST can take the advantage in understanding the students’ mother tongue (Mahboob, 2004; Medgyes, 1994; Tatar & Yildiz, 2010; as cited in Myths and misconceptions about nonnative English speaker in the TOSEL (NNES) movement by Ali Fuad Selvi).

13. They should use English in delivering the material so that the learning process can be done effectively.

14. In this case, Non-NEST is usually well prepared before doing their teaching process.

15. However, they also have some weaknesses such as they might rarely use English as a media communication in the classroom activities therefore sometimes they will use their students’ mother tongue and many of them focus on the textbook material.
### Students 4

1. In the new order era, not few schools in Asia prefer to recruit native English speaker teachers rather than non-native English speaker teachers because, they think that native English speaker teachers are better than non-native English speaker teachers.

2. At the first glance most of adults and teenagers assume that native English speaker teachers have more abilities in pronunciation and vocabulary than non-native English speaker teachers as they were inherited English.

3. Moreover, many people consider that native English speaker teachers are good at improving students’ speaking ability, because they speak fluently and clearly (Lasagabaster & Manuel Sierra, 2005 as cited in Selvi, 2014 p. 588).

4. Because of these, many people seem to stereotyped non-native English teachers as in competent teacher.

5. Therefore, it seems that non-native English speaker teacher known the suitable teaching methodologies and strategies for teaching English a foreign language in classroom.

6. For example, when student encounter some problem about grammatical structures, vocabularies and rules, they may make up strategy to solve the problem and make the learners easy to understand and remember the material.

7. Therefore, it seems that non-native English speaker teacher known the suitable teaching methodologies and strategies for teaching English a foreign language in classroom.

8. All in all, Although not all experts, adults and teenagers not think alike, some of them will probably dispute my claim that native English speaker teacher are still better than non-native English speaker teachers.

### Students 5

1. When I was a child, I used to think that Native Speaker is cool because they can speak fastly as did not think about grammar and pronunciation like people who have great English ability from others.

2. Some expert used to think that Native English Teachers are better to teach English because they can speak English fluently and English is their first language but recently suggest that the issue is not always true and not polite to judge NEST or NNEST is bad in teaching.

3. Although, people argue that NEST have great pronunciation but I believe that Non-Native English Speaker Teachers are better than Native English Speaker Teachers.

4. Nowadays, many people debate about the Native English Speaker Teachers and Non-Native English Speaker Teachers.

5. Even this issue is controversial, but we should not judge that one of them is bad.

6. Because if we know this, we can study effectively as a student in a good way and with a good teacher.
7. This issue is not only important for the English Department’ students like us but also many students because we can make us better if we are taught by proper teachers.

8. Even, a master of study also need to know about which one is better between NEST and NNEST because many people stereotyped that NEST is can be a good teacher especially in English class. Actually, it is probably wrong.

9. NNEST seems to detail if they give correction for the students’ essay.

10. It could make good step for the students because the students know which part their essay wrong or mistakes so they can revise and better.

11. In reading class, many NNEST are more creative and understand because we have same culture and know the current issue that happen in this country.

12. Maybe, culture in here is the native culture or foreign culture.

13. According to Walkinshaw, Ian, & Duong, O.T.H, NNEST may be more better model for L2 learners and understandable than NEST who use a local variety of language and different accent with the learners (cited Kirkpatrick, 2010; Modiano, 1999).

14. Many people think that NNEST are not competent to teach like NEST who can speak or pronounce fluently and communicate the language effectively because the first language is English, so it is easy for them to pronounce well, but the fact, we as a student cannot become native speaker even we learn and speak English a long time, so NNEST is enough to become a good model to pronounce English well because NNEST are also can speak and pronounce well.

15. Many NEST speak English quickly, it makes the students are not really understand about the material, explanation or just the instructions.

16. Even many NEST has often made a joke in class to make fun, but sometimes the students also found the difficulties to understand because we come from different cultures.

17. Maybe, it does not matter but I argue that teacher must be a great model like their appearance.

18. Additionally, many NNEST more aware of the situation happen in Indonesia recently like the new curriculum.

19. Even, Koksal (2006) argues that the Non-Native English Speaker Teacher is very stick to the textbook at class, but many the NNEST is not always stick to the textbook.

20. Sometimes, at class do interest activity to make the students more understand as role play.

Students 6

1. Mostly, Non-NESTs are stuck with the rules in English language like grammar and etc.

2. I agree that NEST is good in speaking, but a point that needs emphasizing since so many people believe that Non-NEST have more experiences than NEST.
Many people say that NEST is better than Non-NEST because their pronunciation is great, but I prefer to choose Non-NEST because Non-NEST is bilingual and well-trained.

4. For example, if the student did not understand what the teacher said, they can ask the teacher to repeat the explanation in the other language that the student may understand, so it will make the students easier to follow the

5. I agree that NEST is good in speaking, but a point that needs emphasizing since so many people believe that Non-NEST have more experiences than NEST.

6. Many people say that NEST is better than Non-NEST because their pronunciation is great materials.

7. Even though some people may assume that monolingual teacher still have advantages to teach English, but it has some weaknesses, for example they can’t understand the students’ cultures and interests and for the student who doesn’t have background knowledge in learning English, they will find it is hard to follow the materials.

8. Although some of Non-NEST could not speak like NEST commonly use, but it is understandable.

9. Many Non-NESTs have taken formal or informal class before they teach English. First, they will be taught the basic rules of English, and then they will be learning how to communicate in English; how to pronounce English word correctly, and they will do some activity such as writing, listening, speaking, and reading which are related to English.

10. In some points, may be Non-NEST teacher will not mastered all the aspects of English.

11. I could say like that because even though NEST is a great English speaker but sometimes they use slang words (the words that sometimes we don’t understand).

12. It is just the example one of native speaker, not all of them like that.

13. Some of them who are the beginner in learning English may feel it is hard to understand what NEST speaker says whereas they should follow it through.

14. According to Mahboob’s (2004) the students believed the Non-native Speaker Teachers(NSTs) were good in teaching reading, grammar and listening.

15. Many people can speak English very well even they are non-native.

16. Some of them can also teach English whether they were employed or unemployed, but the point that needs emphasizing is Non-NEST can be an ideal model for the students.
1. Some people assume that learning English as a foreign language is difficult, especially for those who are taught by teachers who’s the mother language is English, or we usually call them Native English Speaker Teachers (NESTs).

2. Some of the English learners might think that NESTs aren’t as good as Non NESTs (English teachers who do not use English as their mother language) since NESTs do not master the first language that is used by the students.

3. Some researchers themselves also think that learners who were taught by NESTs may have some difficulties in learning English.

4. Although the issue of NESTs and Non-NESTs may seem trivial, it is in fact crucial in terms of today’s concern over the future of the learners who learn English as a foreign language.

5. By hearing any issue about NESTs and Non-NESTs which sometimes is not necessarily true, it may cause a false assumption about NESTs and Non-NESTs among the English learners.

6. So from that, in this essay I will give a different perspective toward what some people might think about NESTs.

7. If some people including researchers think that NESTs are not really good in teaching English, here I will deliver my arguments that actually NESTs are better than Non NESTs in teaching English for some reasons.

8. Many people may think that learning English with NESTs is not good since they do not master the first language of the students which make students difficult to communicate with the teacher.

9. I agree that Ha Nam’s statement is really true, a point that needs emphasizing since so many people believe learners will find difficulties if they are taught by NESTs.

10. One of those purposes is mostly about the ability to speak English with foreigners.

11. We may find difficulties in understanding what they are talking about and it may difficult for us to be connected with any issues that they discussed especially when they are talking about culture.

12. Such condition could be happened since the culture that we have are different between one and another.

13. That is why if we want to have a good conversation with foreigners, it is important for us to have a wide knowledge about the cross cultural issue around the world.

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**Students 8**

1. The one who pro to Native English Speaker Teacher used to think that the best way to learn English is with Native English Speaker Teachers (people whose mother language is English) than with Non-native English Speaker Teachers (people whose mother language is not English).

2. On the one hand some argue that Native English Speaker can be a model of teaching for the students (Meadows and Muramatsu, 2007).

3. On the other hand, others argue that “NNESTS would be better teachers in their own countries” (Llurda, 2005b).
4. My own view is NESTs are good at speaking and pronunciation and NNESTs are good in reading and grammar, and also NNESTs can use bilingual to teach the students.

5. Because of that and other reasons, I believe that Non-native English Speaker Teacher is better than Native English Speaker Teacher.

6. There are many people who still believe that NESTs are the best and ideal teacher for the students who learn English as second language or as foreign language.

7. They assumed that it would be great and beneficial when students learn English from teachers who exactly use the language as their language in their daily life and English is their mother tongue.

8. They believe that those NESTs will teach exactly and accurate English.

9. Unlike the NNESTs, NESTs are study the language unconsciously and may not aware with the pattern, the patterns are plant in their mind and they may not study it.

10. So, the NESTs even though maybe their grammar is better than NNESTs, they may fail in transfer it.

11. Some that pro with NESTs will say that NESTs are the best model of the language because they provide immersion culture, accent, and grammar of the language.

12. Besides, some NESTs, especially untrained NESTs will be unable to teach the approximate pronunciation of Standard English (Kirkpatrick, 2006).

13. The students also can be motivated by seeing the teachers are successful in learning English so they will think that they also could be better English users or learners.

14. When students have a question about something that they don’t understand and they shy to speak in English because they think that they are still bad in English, they can use their first language to ask the teacher and the teacher can understand their question because they have the same first language.

15. All in all, even many people assume that Native English Speaker Teachers are good and better than Non-Native English Speaker Teachers, but there are also some arguments that suggest NNESTs are better than NESTs.

16. At the end I believe that Non-native English Speaker Teachers are better than Native English Speaker Teachers.

Students 9
Nowadays, many people around the world, especially academic communities, *tend to believe* that taking English proficiency tests such as TOEFL, IELTS, and TOEIC is very important when someone is planning to continue his study abroad since those tests provide results that will be admitted as the valid measurement of someone’s English language proficiency.

1. *I believe* that many people still consider that taking English proficiency tests is very important and those tests really measure someone’s proficiency accurately and the results are valid since these tests have been used for more than 20 years.

The problem that may answer this question is that these kinds of proficiency tests is only to test one variety of English language while there are many varieties of English language as it *claims* itself to be an international language.

1. *I believe* that a result of a proficiency test can only be a measurement for the basic competence of someone’s proficiency in a particular part because to judge someone’s proficiency, we need other measurements, factors, and good understanding of the variations of English language.

As it *claim* as one of the most widely spoken languages all over the world, English language must be spoken in many countries as either second language or foreign language.

Understanding this fact, *I believe* that there are many varieties of English language spoken by many people from different countries, whether it is about the differences in pronunciation, in grammar, and also in the level of semantics.

Canagarajah (2006) stated his point of view in his article mentioning that testing students by using one variety of English language as its base is not reasonable in this globalization era (p.229).

Does people who are exposed by English language as their second or foreign language speak differently from inner circle people? The answer is yes, but will they language be accepted in the society? *I believe* so.

It means that language that is spoken by either outer circle countries or extended circle countries *could* be accepted as good English several years from now and English language spoken by those who lived in the inner circle *would no longer* have it as a role model anymore and neither *would* the proficiency tests that are based on standard English language.

Widdowson (2003) stated that native English speakers who have good understanding and competence in using standard form of English will not become role models anymore from the consequence that other varieties of English language are accepted, because those who are from outer circle countries and even the extended countries *could be* the new role model.

That is why, these new findings challenge the work of earlier researchers, who *tended* to assume that language proficiency tests such as TOEFL, TOEIC, and IELTS are the only valid and accurate data to measure someone’s language proficiency will not last longer.

*I believe* that this replacement happens since the stigma saying that we who are from outer circle or extended circle countries will never be native English speakers since we do not acquire the language and it is not our mother tongue.
13. Still connected to the issue that English language varies among countries, now we established an assumption that the evaluators of the test must be those who are native speaker of English and of course they lived in inner circle countries.

14. It happens because one style of language might be accepted in one particular place does not mean that it would be accepted in the other places.

15. However, as it claims as the international language, it must be spoken by many people from different background of culture, politic, and education that influence the way people use the language.

Students 10

1. Nowadays many people make discrimination related with Native English Speaker Teachers (NESTs) whose English is their first language and Non-Native English Speaker Teachers (NNESTs) whose English is not their first language (Jorge Suárez, 2000).

2. Some expert used to think that NESTs are better in teaching English rather than NNESTs as they are born and grow up in English speaking country.

3. Here, Arva and Medgyes (1992: n.p.) object that NESTs may become a better role model for the students as NESTs are great at using the language spontaneously in various settings (Wahyudi, 2012).

4. Yet, even I grant that NESTs can do such a thing; I still maintain that NNESTs are better as they would be able to understand the difficulties of the learners better than NESTs as they may also had ever been in the learners’ situation.

5. Furthermore, if we talk about spontaneous response in various setting, some believed that NNESTs can acquire it later when they get accustomed with the language use.

6. But within the past few decades, experts suggest that what matters are not about status whether a teacher is a NEST or a NNEST anymore but more on the teachers’ ability to teach.

7. Although experts’ suggestion may seem trivial, it is in fact crucial in terms of today’s concern over people’s skill which needs to be appreciated not underestimated just because of their status.

8. Other than that, it seems unfair for people to make one of the groups (NESTs) as an idol and put aside the other one (NNESTs) without really looking on their competency.

9. The discrimination should be removed, as NNESTs are potentially as good as NESTs to teach English.
First of all, the **primary kind of discrimination that should be removed** is the unfair labeling given to the teachers which are “native” and “non-native”.

Whereas, linguistically every single word which have “prefix non- is bound to be negative” (Suárez, 2000) and to include a group of people into “a non-category” it seems to be too bad.

So, rather than use the word “native” and “non-native” which may make one side seems superior and the other feels inferior; there is a term create by Paikeday called as ‘proficient user’ (as cited in Moussu & Llurda, 2008) which may make the calling sounds more softer and neutral.

As proficient user **might be use** to address all speakers who can successfully use English language without differentiate whether they are native or non-native.

Imagine if **many of NNESTs do the same thing**; of course there must be a possibility that the learning process quality will be decrease.

The teacher **may not pay attention toward the class** (e.g. the students’ need, students’ difficulty, the material, class management, etc.) but probably will be more on how they can be respected as an individual who speaks language.

Next, the other thing which should be change is the discrimination which happens in the work place as many people have the wrong statement toward both NESTs and NNESTs.

This day, based on the survey of Kirkpatrick, there is a fact that “In most Asian countries anyone, as long as they are a native speaker of English, can assume the powerful position of a teacher of children.” (2006)

It seems to be very unfair for NNESTs. NESTs get the position of teacher much easier than NNEST as many companies might employ them with no experience required or even no teaching ability.

It happens because there is an over-generalization assumption toward NESTs and NNESTs; many people assume that NEST is greater to teach English as they learnt English since their childhood and on the other hand, people tend to undervalue the skill of trained NNEST as they learnt the language as the second language.

However, Kirkpatrick against those wrong assumption by emphasize that “Given that these teachers are untrained, they will have had no training in phonology or the teaching of pronunciation and will thus be unable to coach students to approximate the sounds of “standard” English, even if this were appropriate” (p.2).

Moreover, **some linguistic experts also believe** that NNESTs are not that bad; actually they are better than NESTs on some fields.

Those unfamiliar with this school of thought may be interested to know that it basically boils down to fact that it might be happened because NNESTs are learning and acquiring English as their second language consciously then NESTs learnt and acquired it subconsciously in childhood.
So, it will not come into a discrimination which *may* include NNESTs in ‘non-category’ which *may* consider as bad.

**Students 11**

1. Within the past few decades research has shown that *most* NNEST are good in teaching English as SLA especially because they were facilitated by the bilingualism that NNEST have in teaching and having experiences of the struggle in learning English as SLA.

2. In recent years *many* students who learn English as SLA also started to *assume* NEST aren’t able to be good teacher while learning English because *some* of them were lack of *some* subjects especially *if* they are not qualified.

3. *Especially* for those who still *think* that NEST are better than NNEST.

4. *Most* Asian people choose to have unqualified NEST teacher rather than having qualified Non-NEST because they *thought* NEST can always be a good teacher because they *think* NEST experienced the language in their whole life.

5. It is one of the false *assumption* that Kirkpatrick said in his research. *Most* people *thought* that standard English exist in speaking and etc, while actually standard English exist only in grammar.

6. Another reason is because in this globalization era *many* people are need to be bilingualism or even multilingualism because it is very a crucial thing.

7. We can *assume* that NNEST considered as a great teacher since they were able to dig around the students background information because they *come from* the same cultural background which proven to be more advantaging than NEST who try to understand students background information deeply.

8. *Somehow* it is obvious that being NNEST teacher *could* be even better than NEST since *most* of them were well-educated teacher, smart because they were provided by bilingualism or multilingualism and also they were become understanding and affective since they already experiencing culture shock and know how to relate the materials based on their own cultural.

**Students 12**

1. As English is a lingua franca in this world, it makes *many* people around the world want to be able to communicate in English.

2. *Many* people in non English speaking countries *appear* being happier to be taught by NESTs rather than by NNESTs. NESTs are those who grow up in English speaking country and English is their mother tongue, where as non native speaker (NNESTs) are those who use English as their second language.

3. *Many* schools are racing to employee non native speaker teacher that showed more competent and more fluent in speaking English.

4. It seems like that only a few people *think* about their credibility.

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**Note:** The text above is a natural representation of the document as described. The formatting and layout have been adjusted for clarity and readability, with emphasis on key terms and phrases to highlight their importance. The text is presented in a structured manner, with tables to organize information and improve the flow of the content.
5. *Maybe less* of us think about these questions first before employing them.

6. *So, in my opinion* it will be better when we are taught by NNESTs due to some reasons.

7. Since English is the NNESTs’ second language, so there *might be many* efforts for them to be mastered in English before becoming an English teacher.

8. *May be some* people think that grammar is not important as we understand what others mean.

9. *It might* be different when we are being taught by NESTs, since English is their mother tongue how do they learn about English language.

10. Most of NESTs *may* learn English automatically since they were child, and less of NESTs are had a degree of language teaching.

11. This condition makes *many* people tend to believe that what NESTs spoken are the Standard English.

12. *May be* it is true that they have speak English since they were child, but then how can we say that what they say is the standard sound of English?

13. Kirkpatrick, (2006) stated that there is false *assumption* if NESTs speak the standard form of language.

14. *It might* also hard for students to get the point or idea from NESTs since NESTs has different accent with the student (Munro & Derwing 1994; Fledge, Munro & Mackay 1995; Munro & Derwing 1995, cited in State-of-the-Art Article:Non-native English-speaking English language teachers: History and research, 2008).

15. *If* students are taught by NNESTs they will be able to switch or mix their English with Indonesian that make students understand well about the materials that they delivered.

16. Since we know that NNESTs have learnt about English language, they *might* face some difficulties in learning and in getting the idea of the materials.

**Students 13**

1. *Many* people can go abroad easily than past and actually *many* people already immigrant to *many* country to learn foreign languages.

2. Especially, *many* of them want to study English, because English became important because English is most needed language in this world now.

3. *Many* countries which don’t use English for their own language are searching good teachers to learn English language effectively, especially countries in Asia.

4. Asia even though *some* of them are not trained.
| 5. | However not only Asia countries but almost other countries also still discuss about which one is better between native English speaker teacher (NEST) and non-native English speaker teacher (NNEST). |
| 6. | **NNEST usually has more many knowledge in grammar and Standard English than NEST.** NNEST started to study English from very basic after they can use their native language fluently. |
| 7. | They **probably** can understand grammatical things of target languages and they try to use correct sentence to use English more confidently. |
| 8. | However NEST use English as their mother tongue, so **sometimes some** of them can’t realize using informal English, and then they can’t explain **some** grammatical thing because it is natural to use like that for native speaker. |
| 9. | Furthermore **sometimes** they can’t conscious why non-native English learners ask about that. It is not only English native speakers do that, but every native speakers of their mother tongue do that. |
| 10. | For example, **many** people can speak their mother tongue very fluently, but **some** of them, **maybe many** of them, don’t know grammatical thing correctly. |
| 11. | **Some** of linguist said trained NESTs can have good grammar skill and so on. |
| 12. | **Some** people **believed** NEST can also understand those things, but they don’t have same experience, because every culture can’t be same. |
| 13. | For example, **some** learners can **think** that they want to be like them who can speak English fluently and very well even though they are not native speaker. |
| 14. | **Some** supporter of NEST **usually argued** NEST is more suitable role model for learner as a native English speaker. |
| 15. | NESTs **maybe** better in speaking, but daily or basic/intermediate speaking to reduce fear talking with English which is not their native language. |
| 16. | **Some** learners can’t talk with foreigners because of their fear, so it can help them to reduce fear. |
| 17. | Mahboob’s study also **argued** that **many** students **think** NNEST is a good teacher in reading, grammar and listening class. |
| 18. | There are **many** people who can speak English fluently even though they are not native speakers. |
| 19. | Learners can **think** they can also speak English as fluent as their teacher if they learn English hardly. |

**Students 14**

| 1. | Many people **may assume** that using English whether it’s as a second or foreign language in our daily life **will** make other people **think** that we are in the higher education level. |
2. Some people *think* that NESTs are the best teachers while others *think* Non-NESTs are the best, but based on study that conducted by Lasagabaster and Sierra’s (2002) indicated that both of native and non-native teachers are interested by the students.

3. As we can see that they use it a lot in their daily life conversation, so that their pronunciation must be better than Non-NESTs who are *rarely* use that language in their daily conversation.

4. Students need Non-Nests as their interpreter because *sometimes* when they find difficulties in what’s NESTs taught, they can ask some questions to Non-NESTs using their mother tongue freely without worry does the teacher understand students’ language or not. Also Non-NESTs can explain more clearly to students using their mother tongue, so that students will get the point clearly.

5. The team-teaching of both NESTs and Non-NESTs *would* create a perfect and positive language learning atmosphere for the students and both of them will fill in the gaps of each other’s weaknesses. Even though some people/students *think* that one of NESTs or Non-NESTs is the best English teachers.

6. In *my own view*, I *think* that both of NESTs and Non-NESTs will be needed by the students because of they are complementary each other.

7. However, in learning process need the collaborative teaching of Native and Non-Native Speaker Teachers *would* facilitate students’ language learning.

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**Students 15**

1. *Most* of non-English speaking country around the world will always have native English speaker teacher in *some* formal school or private school, and their competence are cannot be underestimated because they are native English and also an English teacher.

2. However the problem in educational world appear in Indonesia when *some* of NEST have not teacher education background are allowed to teach students in formal school and also private school.

3. In Indonesia *many* NEST have a higher salary by being teacher, whereas they did not have any bachelor degree in teaching.

4. The recruitment of NEST *seems* not fair because the regulation that allowed NEST to be a teacher in Indonesia and also discriminating NNEST by giving them low salary.

5. *Some* of untrained NEST will not understand about assertiveness, but it will taking more time and difficulties for them to learn and teach the students all at once.

6. By knowing this fact, as an Indonesian we *should* make a change about this regulation to prevent Native English speaker who did not have any degree to teach in Indonesia and get high salary.
7. So I think that before government recruiting NEST, they need to show their certificate or permission to teach and they should do a proficiency test for the basic perquisite before they can work in formal school.

8. I bet that some people have their own choice to choose between NEST and NNEST.

9. Some people who choose NNEST maybe they are suit the students well, because of the teacher share the same background with them and the best part is NNEST are able to use students’ mother tongue to explain difficult material.

10. Then what about NEST? Some of students who choose NEST is because they think that they need a challenge to improve them self in oral skill by making a forced condition to speak English with NEST.

11. Although, NNEST can make forced atmosphere to use English but some of students said that the sense is different.

12. However, in my point of view being taught by NNEST and NEST is a big opportunity for students because we can learn of English from both perspectives of best role-model of English students.

13. Although, some NNEST are too strict in grammar rules and NEST also have a high standard in oral skill.

14. We need to practice our English as a part of our daily life as our purpose to understand English, that is why I think being a bilingual teacher especially students’ mother tongue is only teacher ability to explain in another way in order to explain some difficult material.

15. Although some students who feel NNEST is the best, actually the explanation is the same with NEST, and all depend on our choice to choose, whether we choose to love the way of teaching by choosing one of them or trying to look in different point of view and consider it as opportunity by being taught by both of them.

16. Because it is clear that being taught by NEST and NNEST could broaden our mind in order to enrich and improve our English.

17. So, I think that there is so many benefits by being taught by NNEST or NEST, despite the fact that maybe some NNEST who take a study abroad could understand about this, but the experience is still different.

18. It is true that maybe some people are suit-well with NEST or NNEST.

19. There is some people who choose NEST because they believe that they are best role-model, and also they understand more in English speaking country cultural issues.

20. In this case, people are not recommended to measure the best English teacher by each person perspective, but we should measure them by knowing their competence in teaching English.

21. I think the first step that we need to do in Indonesia is affirming government regulation related with NEST recruitment and also the salary.

22. Each NEST or NNEST are teaching in the same material and purpose, so I think both of them deserve to receive an equal appreciation without collating the belonging of English by their mother tongue.
23. The first thing to do is to accept the fact that being taught by them could broaden our understanding about cultural issues in English speaking country and also the important thing is they could help us to enrich our English.

Students 16

1. In Indonesian government, I think they have already realized that English is an important language to be learnt since there are so many English teachers in Indonesia.

2. Many people think that being monolingual teacher in the classroom especially English teachers.

3. The majority of NESTs speak only using the target language (English) in the classroom and some people argued that it gives so many advantages for learners.

4. In an Indonesian educational, for example, not all NESTs can understand what their students’ native language.

5. Meanwhile, most all of NNESTs can understand their students’ native language and target language (English) which brings advantages for NNESTs and Indonesian learners of English that they can speak both of those languages.

6. Usually non native English learners find difficulty to state or share their ideas in English.

7. NESTs might do not understand if their students speak their native language, but NNESTs can both understands their students’ languages.

8. It was different when I shared my ideas to my Non-Native English Speaker Teachers, my grammar might be error, but they could understand and help me to say what I was about to say in English.

9. Sometimes it makes me relax in learning English because I do not focus too much on how I say the English correctly.

10. it did not mean that his NEST did not know the answer, but perhaps his NEST could not explain it and give the exact reason of it and it might be because the Native Speaker Teachers (NSTs) did not have experience learning English as a second language like the Non-native Speaker Teachers (NNST) (Mahboob, 2004).

11. Many English learners might think that as NESTs, they will act as a good model for learners because NEST might have the real example of the user of English but in many sides NNESTs are the real good model for learners.

12. Since most of all NESTs did not have that experience of learning English as their second language which makes them might did not proper to be role models for learners.

13. NESTs might have the perfect language that can be imitated by the learners.

14. They can share the western culture to the learners which NNESTs cannot achieve it as good as NESTs, but still NESTs may not be able to be learner models because they do not have the experience of learning English.

15. In conclusion, even though NESTs status might be higher than NNESTs, but still NNESTs are better than NESTs.
16. *It might* have some advantages but being NNESTs, they can speak both English and their students’ native language and know their students' culture and they can more empathize with their students.

17. NESTs *might* be good at teaching speaking or oral skills but in teaching grammar NNEST are better than NEST because NNESTs have the experience of learning English as second language so they have the same situation with what their students are learning (English).

**Students**

1. At first glance, *this seems to be true* because people tend to be taught by NNESTs at school as they have experienced to be the second language learners.

2. However, I consider this concept is a false *assumption* and prefer to *assume* that it’s only a matter of preference, whether you want to be in your comfort zone being taught by NNESTs, or you want to study from the expert, the NESTs.

3. *Many* people who are expert in linguistics and concern about this issue conduct a research and write articles to prove which one is the best.

4. Peter Medgyes (2001) shows the readers in his articles that non-native speakers *might* be better than the natives in some ways.

5. Yet, some people *may* challenge *my view* that non-native English speaker teachers can also give good example since they also speak English well.

6. Indeed, my own argument here is that they *seem* to ignore the fact that NNESTs’ pronunciation is actually influenced by their accent such as a mix of Javanese-English.

7. Although accented speech *may seem* of concern to only small group of students as there is a possibility that there are only few of accented non-native speakers, it *should* in fact concern anyone who cares about learning English properly.

8. Ultimately, what is at stake here is that *some* people are still confused of deciding which speaker teachers are the best as they lack of comprehension about the clear distinction between NESTs and NNESTs.

9. It means that, *if* we study English, NEST is the best choice.

10. It’s normal to choose NESTs because they are generally *seemed* to be more capable.

11. Some of them are the accented speaker problem which *appears* to be a difficulty of comprehending the speech. Moussu and Llurda (2008) quoted Lippi-Green (1997) in their journal mentioned that “… accented speakers *may* objectively not be suitable for certain jobs in which language plays a key role” (p. 316).

12. Students *should* be exposed to the proper way of speaking English. Walkinshaw and Duong (2012) quoted what Benke and Medgyes’ research where it showed that their [NNESTs’] speech *could* be difficult for the students to comprehend the speech.

13. This *could* lead to a misunderstanding.

14. This phenomenon *probably* happened to *many* of us.

15. *I believe* that learners exposed to native English speaker teachers are more successful than those who aren’t.
16. On the other hand, NNESTs *seem* to be only superior in understanding of students’ local culture.

17. The *belief* of native English speaker teacher is better than non-native English speaker teacher exists, and it’s verified.

18. A lot of people start to admit that they are better in *many* ways.

19. Some people *may* tend to choose NNESTs as their English teachers because they share the same mother tongue with the students and they have once experienced being English learners, yet the students deserve to have NESTs to be their English teachers based on those advantages they have compared to NNESTs.

20. Finally, by understanding the issue and the definition of native and non native, taking a deeper look at the advantages and disadvantages of NESTs and NNESTs, and also the reasons why people favor being taught by NESTs, people will be encourage to *claim* that native English speaker teacher is the best English teacher.

**Students 18**

1. Since English becomes an international language among the countries, *many* people try to learn English as their second language.

2. *Many* parents *think* the one who are suitable to teach their children are NESTs, because they seen as the model of language which is strong in the field of learning pronunciation, vocabulary and speaking skill, since English is their L1.

3. In *my own view*, I concede that NESTs are more proficiency through the target language, but I prefer choose the non-native English teachers because beside they provide good models to the learners since their experience of learning English, they are good in teaching grammar and also they can use our mother tongue when we find difficulties.

4. Generally, there are *some* issues between NESTs and NNESTs about to accomplish the students need in ELT process, *some* students prefer choose NESTs as the model of the language because they have positive attitude towards the student’s learning process in the areas of pronunciation, speaking, and vocabulary.

5. The interest of *many* people to learn English, it influence with the hiring of English teachers especially with Native English teachers.

6. This *assumption* of course leaves a little bit their confidence that actually they can also be as NESTs which able to achieve students learning in English.

7. For the successful of the teacher to fulfill the student needs of their second language it *seems* necessary if they know students culture.

8. It can be found in NNESTs, NNESTs are those whom English is their second language, so they are having more knowledge about the student’s culture, which *may* be to guide them to better teaching according to the expectation of the students’ culture.

9. Whereas, for NESTs unconsciously they *may* not be sensitive to the culture of students and it *might* make students feel that their identity in danger and this can affect in their learning.
10. At that time I feel afraid if I asked him to translate it into our language, but I abandon my purpose because all of my friends seem understand what he was talking about.

11. It was believed that if the teacher usually used their mother tongue to the students it can cause “low self-confident”.

12. Since English become an international language, many people try to learn English as their second language because nowadays the fluency of English is the important requirement to apply in the International Business and that’s why NESTs exist.

13. Some students would prefer to choose Non-native English teacher as a models of learners, because of their experience of learning L2

14. This could not be further from the truth because some of experts said that the factor of experiences is needed.

15. Then they can use our mother tongue, it’s so useful if the teacher can use our language so if we don’t understand about what teacher’s explanation we can ask the teacher using our mother tongue so it become clear, but that could be a disadvantages for us if we usually use our mother tongue because it can cause low self-confident.

### Students 19

1. On the other hand, some institutions in Korea have different perception, as long as they are native speakers of the target language and interest in Korean culture, they could be teachers, because in most Asian countries, native English speakers are assumed have more powerful position as a teacher.

2. This kind of habit may be different with western culture and sometimes make a misunderstanding between learners and teacher when the teacher is NEST.

3. For example, in some classes with Indonesian learners, they would smile to show that they feel guilty, regret, or confess their mistakes like came late, make a noisy, couldn’t answer a question because they didn’t pay attention to the teacher, or anything.

4. Because of the teachers are NNESTs, they would be tolerate what the students done to regret their mistakes.

5. They would be also more understand what methodology that they will use to teach their students because they understand more about what their students need.

6. Learners believe that NESTs are the best model of teacher to teach them in speaking skill and it make bad impact to NNEST that seem weak in learners’ point of view because they think that NNEST would not be qualified enough to teach them about oral communication skill (Jusoh and others).

7. They can practice the students to communicate orally with native speaker or foreign people confidently because it would make them familiar with native English speaker.
It also can improve their listening skill because they hear English pronunciation from the native and it would make them common with native English speaker.

NEST, indirectly, would make the students want to improve and adapt their speaking skill like the teacher, because according to Jusoh and the others, learners think that native speaker teacher would give great examples in learning pronunciation.

Because sometimes they didn’t understand about the learners’ characteristic, attitudes, and how the learners express their feeling that may be different with their.

They would find some difficulties in understanding the learners even be monolingual.

They should be trained or at least have experiences in teaching if wanted to be a qualified NEST.

APPENDIX 2

The Students Data - Issues

1. (S2) In this case, Non-NEST is good in analyzing or observing their students’ understanding by looking at their students’ expressions. (RI) [- App]
2. (S2) Second, Non-NEST is a hard worker teacher so that they can be as good as NEST in teaching. (O) [-App]
3. (S2) They have already read the book related to the material discussion in every meeting. (RI) [-AANC]
4. (S2) They also organize some of the activities very well by using different method or approach. (RI) [-AANC]
5. (S3) Non-native English teachers are great in teaching grammar and reading. Some experts also agree about it, Mahboob’s (as cited in The Malaysian Online Journal of Educational Science, 2010) study that is point out that the learners assumed the NNESTs were great for educating reading, grammar and listening. (RI) [-IP]
6. (S3) While NESTs not really pay attention in grammar, NNESTs give more detail in correcting the grammar. (RI) [-App]
7. (S4) These can happen because native English speaker teacher have not become and got experiences being a second language learner, so they do not know the strategies and methodology in teaching English as foreign language. (RI) [-IP/MLV/AANC]
8. (S4) Beside non-native English speaker teachers have more knowledge in teaching English as foreign language; they also always do better preparation in teaching English in classroom. (RI) [AANC/IP]
9. (S4) Every day she taught her student, she was always not preparing herself, she taught when she looked like just woke up and was wearing untidy clothe. Different, whenever I taught by non-native English speaker teachers, they always prepare themselves and the material before they come to the class and teach their student. (O) [-App]

10. (S6) People can become bilingual at any age; it depends on the need of the learners itself. (RI) [-IP]

11. (S6) Another reason why Non-NEST is better teacher than NEST is they are well-trained. (RI) [-IP]

12. (S8) But actually, NNESTs have more knowledge and can use English accurately even though their speaking, pronunciation and also accent is not as the same with those who are native speaker. (RI) [-IP]

13. (S8) Learning English with NNESTs is more beneficial for the students especially when the students learn ESL or EFL. (RI) [-IP]

14. (S8) Non-Native English Speaker Teachers are good in teaching reading and grammar. (RI) [-IP]

15. (S8) NNESTs are better in reading and speaking skills, and also grammar because they learn it, unlike NESTs who get it unconsciously. (RI) [-IP]

16. (S12) As grammar is the most important in arranging sentences in English, there are three course level of grammar that we need to take in my faculty, … (RI) [-AANC]

17. (S12) Although NESTs’ mother tongue is English but they do not have background in learning about language, they still cannot do teaching. (RI) [-App]

18. (S12) NNESTs are more aware to students needs and they are more qualified than native speaker English teacher. (RI) [-IP]

19. (S12) They can provide effective learning strategy to student understand the materials easily. (RI) [-IP]

20. (S13) Learners want to study English for their future job, not for live in America. (RI) [-AANC]

21. (S14) It is not only English native speakers do that, but every native speakers of their mother tongue do that. (O) [-App]

22. (S15) In Indonesia, people believe that if we are trying to be a teacher we need to study till we get bachelor degree such as studying in PGSD (Pendidikan Guru Sekolah Dasar) or we need to get a title Sarjana Pendidikan before we have a permission to teach students. (O) [-App]

23. (S16) The first is NNESTs are bilingual so that they can speak English and their students’ native language. (RI) [-IP]

24. (S16) Second, NNESTs are good in teaching grammar compared to NEST. (RI) [-IP]

25. (S16) Third NNESTs are good role models for English learners. (RI) [-IP]
26. (S18) Since Native English teacher did not have experience of learning English as their second language they were weak in their ability to teach grammar, in contrast from NNESTs because they had experience of learning L2 they were good not only in teaching grammar, but also in reading and listening. (O) [-App]