

Engagement in Online Newspaper Articles Written by Female Authors

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Abstract

Newspaper articles demand a link between the readers and the authors. They engage their readers by presenting several convincing clauses yet objective. Furthermore, they frame the authors' position in the text. So that the readers will follow the authors' flow. They wrap them all in an Appraisal Framework Theory proposed by Martin and White (2005). Gender and psychological theories from Shields (2000), Coates (2016), and Guimond (2008) are considered. This study is aimed to explore the manifestation of engagement in online newspaper articles written by female authors. It employed descriptive qualitative method in the form of discourse study analysis. It analyzed eight articles taken from three well-known newspaper websites. The findings revealed that the eighth authors mostly employed heterogloss clauses. Female authors mostly use disclaim clauses. There was 47,9% of the whole clauses indicate disclaim. Meanwhile, clauses or utterances which indicate personal/internal subjectivity (author's opinions) or entertain were 22,5%. Clauses that indicate external subjectivity or entertain were 21,1%. The fewest distribution was proclaim clauses which were only 8,5%. This study contributes in English teaching learning. Since it helps beginner writers to engage the link between readers and authors by presented clauses and utterances.

Keywords: *Engagement, Newspaper, Articles, Female, Authors*

Abstrak

Artikel surat kabar menuntut hubungan antara pembaca dan penulis. Mereka melibatkan pembacanya dengan menyajikan beberapa klausa yang meyakinkan namun obyektif. Selanjutnya, mereka membingkai posisi penulis dalam teks. Sehingga pembaca akan mengikuti alur penulis. Mereka membungkus semuanya dalam Teori Kerangka Appraisal yang digagas oleh Martin dan White (2005). Teori gender dan psikologis dari Shields (2000), Coates (2008), dan Guimond (2008) juga menjadi bahan pertimbangan. Penelitian ini bertujuan untuk mengeksplorasi manifestasi Engagement dalam artikel surat kabar online yang ditulis oleh penulis wanita. Metode yang digunakan adalah metode deskriptif kualitatif berupa analisis studi wacana. Ini menganalisis delapan artikel yang diambil dari tiga situs surat kabar terkenal. Hasil temuan penelitian ini mengungkapkan bahwa penulis kedelapan tersebut kebanyakan menggunakan klausa heterogloss. Penulis wanita kebanyakan menggunakan klausa penyangkalan (disclaim). Ada 47,9% dari seluruh klausa penyangkalan. Sedangkan klausa yang menunjukkan subjektivitas pribadi / internal (pendapat penulis) atau entertain sebesar 22,5%. Klausul yang menunjukkan eksternal subjektivitas atau attribute sebanyak 21,1%. Distribusi paling sedikit adalah klausa persetujuan (proclaim) yaitu hanya 8,5%. Studi ini memberikan kontribusi dalam pembelajaran bahasa Inggris. Karena ini membantu penulis pemula untuk melibatkan hubungan antara pembaca dan penulis dengan klausa dan ucapan yang disajikan.

Kata kunci: *Engagement, Koran, Artikel, Perempuan, Penulis*

INTRODUCTION

Online newspaper articles present convincing and provoking ideas yet logic and objective. They become most wanted information seek out by people all around the world during the pandemics like this. Authors emerge their ideas and link them with the readers. The language style they use might be different from any other writings.

Halliday and Matthiessen (2004) invented theory of negotiating meanings. Then, Martin and Rose (2003) as well as Martin and White (2005) developed it as Appraisal Theory. Appraisal is language for evaluation. Appraisal is able to manage interpersonal positioning and relationship. It gives big possibilities to examine texts more detail and accurate based on the linguistic evidences. Moreover, it gives more evaluations and judgments directly or indirectly (Nurhadi, 2017).

Referring to Martin and White (2005), Appraisal system is divided into three domains including attitude, engagement, and evaluation. Each of them have different roles. Attitudes generally associates with feelings and emotions. It concerns with expressions of the authors' feelings such as emotional reactions, judgments of behaviours, and evaluation of things. It comprises of affect, judgment, and evaluation.

Engagement deals with sourcing attitudes and the play of voices around opinions in texts. In another way, engagement offers the authors to express their interpersonal positioning in the texts they produce (Wiley, 2015). Engagement is the way how the authors engage their readers by presenting their clauses or utterances in the text. In general, it is divided into monogloss and heterogloss. Monogloss refers to simple and

plain clause. It ignores other voices in the discourse. Meanwhile, heterogloss clauses consider other voices. Then, there will be several shift of meanings in the heterogloss. It then comprises of disclaim, proclaim, entertain and attribute clauses. Disclaim is rejecting. It is the textual voice position itself as at odds with, rejecting, some contrary position. There are two types of disclaim namely deny and counter. Deny is contrary negation by using negative sentences. The next is counter. It deals with concession / counter expectation. Proclaim is supporting. It deals with representing the proposition as highly warrantable compelling, valid, plausible, well-founded, generally agreed, reliable, etc). In short, proclaim clause is a clause which supports or agrees towards a topic. There are three types of proclaim including concur, pronounce and endorse. Concur refers to some types of 'rhetorical' or leading questions such as *naturally...., of course,....obviously,....admittedly....etc*. Entertain is about individual subjectivity. It refers to explicitly representing the proposition as grounded in its own contingent. The authorial voice represents the position as but one of a range of possible position. Therefore, entertain evokes some dialogic alternatives such as appearance (*seem; apparently; suggest*), probabilities (*perhaps; maybe; probable; I believe; in my view;*) and hearsay (*I hear; It's said*). Attribute is subjectivity of an external voice. It refers to representing proposition as grounded in the subjectivity of an external voice. Then, attribute evokes some dialogic alternatives such as acknowledge (*direct speech*) and distance (*indirect speech*).

The last is graduation. It deals with grading phenomena whether the feelings are amplified or categories blurred. It is composed of force and focus items.

This study is intended to find out the realization of engagement in online newspaper articles written by female authors. indirectly, this study brings gender as its consideration. Then, several gender theories will be presented. Men and women have similarities and differences in language use (Coates, 2016). It can be seen by several linguistic features. This goes hand in hand with previous theories conducted by Francis et al. (2001) and Amir et al. (2012). They argued that gender differences can be seen from specific linguistic characteristics.

Language and gender might be possibly linked. Another component from psychological point of view will strengthen both of them. Guimond (2008) claimed that there were several important psychological attributes that distinguish women and men.

METHODOLOGY

This study applied descriptive qualitative method. A discourse analysis is used to sharpen the analysis findings. Discourse analysis looked for broad themes and functions of language in action using approaches called conversation analysis and genre analysis (Hodges et al., 2008). This study was intended to reveal the manifestation of engagement in online newspaper articles written by female authors. The object of the study The objects of this study were online newspaper articles from 8 female authors. The articles belong to the opinion sections. They were taken from three famous newspaper sites namely The Guardian, The Jakarta Post, and The Jakarta Globe. The topics were about politics, crime and law, health and lifestyles, environmental issues, and educational matters. The data came from written articles, which were in the form of clauses or complex clauses as the units of analysis. They were analyzed and classified the clauses which were included into disclaim, proclaim, entertain and attribute clauses.

The data classification applied appraisal instrument of analysis proposed by Martin and White (2005). During classifying the data, the writer highlighted the categorized clauses. Some procedures of analyzing data were classifying, quantifying, evaluating, finding, and reporting. To minimize the writer's subjectivity, the writer needs triangulation. The term triangulation is divided into five, namely time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, and investigator triangulation (Cohen et al., 2017). Then, the writer asked investigator triangulation to validate the data. The expert validator is not only validating the data but also giving suggestions to the writer.

FINDING(S) AND DISCUSSION

Based on the Appraisal system analysis adapted from Martin and White (2005), the research findings were as follows. In general, the eighth female authors showed both monogloss and heterogloss. However, this study more concerns with the findings of heterogloss clauses. Since there will be several shift of meanings which indicate the authors' positions in the text. The data findings can be seen in the Table 1 below.

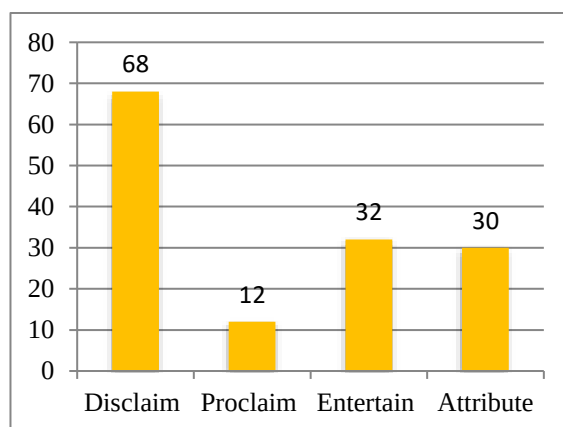
Table 1:

Table Engagement in online newspaper articles written by female authors

Authors	Engagement (Heterogloss)				Total
	Disclaim	Proclaim	Entertain	Attribute	
Female1 (F1)	9	1	2	7	19
Female2 (F2)	7	0	1	0	8
Female3 (F3)	10	4	5	2	21
Female4 (F4)	8	1	7	3	19
Female5 (F5)	6	4	6	6	22
Female6 (F6)	15	2	5	8	30
Female7 (F7)	6	0	2	0	8
Female8 (F8)	7	0	4	4	15
Total	68	12	32	30	142
%	47,9%	8,5%	22,5%	21,1%	100%

From the table, it can be seen that female authors mostly use disclaim in their utterances or clauses. There is 47,9% of the whole clauses indicate disclaim. Meanwhile, clauses or utterances which indicate personal/internal subjectivity (author's opinions) or entertain are 22,5%. Clauses that indicate external subjectivity or attribute are 21,1%. The fewest distribution goes to proclaim which is only 8,5%. The chart below displays a clearer distribution of the uses of engagement in the articles written by female authors.

Graphic 1:
Graphic Engagement in online newspaper written by female authors



The data findings show that mostly the female authors displayed their utterances as disclaim or against the topics. Here are detailed descriptive explanations of the uses of engagement for each eight online newspaper articles written by female authors.

First article was about water law. It was entitled Govt must examine its own capacity. She used a lot of disclaim utterances / clauses. The author wants to show her contradictory ideas against government water law. It can be seen from the following excerpts as the linguistic evidences.

(2) *The revised law is lauded for filling in the legal vacuum since the Constitutional Court annulled the previous law, **yet**³ critics **say that**⁴ the remaining legal grounds for water management by private businesses could encourage water commercialization, thus still violating the public's right to clean water.*

(7) ***Yet**¹ the changes have not clearly addressed the deeply rooted question: **does the government have the ability to manage water for the public good?***

(21) *It is not only about the fight between private sector interest and the public but² how the government improves its ability to serve its own people.*

She tried to display her voice against the water law issued by the government. Furthermore, she also showed contrary ideas towards some changes in the new revised water law. She gives contradictory voices that the government still has little chance to manage water for public although the changes in the water law has already been stated there. Hence, the author (Female 1/F1) shows her voice that the government needs to improve its ability to serve people not arguing who will handle water distribution (Public or private sector).

On the other side, she (Female 1/F1) also used several entertain and attribute clauses to support her contradictory voices towards the topic. The followings are excerpts from the article.

(3) *The court **seemed**¹ to have favored plaintiffs who had demanded the law adhere to the widely cited Article 33 of the 1945 Constitution...*

The utterance above indicates the use of entertain (appearance). It shows personal subjectivity of the author's idea. The authors showed her personal doubtness to the

government water law.

(17) This **probably¹** is unimaginable for most of my fellow Jakartans who have showers and sit-on water closets with undisrupted water supply in their bathroom.

The clause above also indicates the author's doubtiness (entertain-probabilise) dealing with water supply in Indonesia. Jakarta people may have big chance to get water clean access but not for the outsiders.

The author (Female 1/F1) also displays external subjectivity ideas (attribute). She uses more acknowledgment rather than distance. She uses more indirect speech sentences rather than direct speech. Here are the following excerpts which support his ideas to against the government water law.

(24) The main problem with the PDAMs is not the availability of water, **the report said¹ ...**

(22) The Asian Development Bank's 2016 "Indonesia, Country Water Assessment" report **stated that¹** water supply by PDAMs serves generally 55 percent of urban areas.

The second female author also displayed a lot of utterances which indicate disclaim. She framed her supporting ideas due to Papua referendum for independence and against Indonesia government. Here are some excerpts to give detailed elaborations.

(7) As early as the 1960s, West Papuan nationalists argued for their right to independence – under the UN's 1960 Declaration on Decolonisation – following the renouncement of Dutch control over Indonesia. **However³**, they ultimately failed.

(19) **But¹** for the West Papuans, newcomers to international politics, it was another barrier to entry into the international community.

(27) **Yet** when the referendum came, Papuans were once again denied a voice in the future of the territory.

(37) **Yet¹** the preference of UN delegates to value

state sovereignty over justice and equality remains the same.

(40) **However¹**, they still need to win significant support from African and Asian delegates to tip the power balance in their favour.

The third article concerns with educational issue. It was about "Equality needs good teachers, not just apps"., the writer (Female 3/F3) tries to frame her ideas that she against Nadiem's ideas by providing a lot of disclaim clauses. Here are the excerpts to give further elaboration.

(5) **Not all ICT innovations have ended well¹**.

(18) **However¹**, the teaching profession requires content knowledge and skills that allow educators to alter and contextualize instructions to engage and challenge students in a caring way.

(19) **These criteria are not easily packaged¹**, delivered or monitored digitally.

(30) **However¹**, when the government could not give support, the centers had to pay for the services out of pocket.

(31) These days, internet kiosks have been replaced by smartphones; **yet¹**, the capacity gap remains.

(34) **However¹**, digital platforms have been criticized for minimizing the government's responsibility to provide proper assistance to teachers.

(36) **Not¹ all¹** teachers can afford smartphones.

(40) **However¹**, learning from its actual effects is vital to ensuring technology is a complement to teachers' knowledge and skills. Technologies should not substitute direct coaching.

On the other hand, she also displayed her personal subjectivity voices in terms of entertain. Those clauses strengthen the author's voices towards the topic which she is talking about. Here are some excerpt from the article.

(1) Digital platforms **are seen as¹** promising educational tools to reach students in distant places.

(5)... Some **may³** remember the story of the "one laptop, one child" program promoted in the late 1990s.

(6) *In Brazil, most of the classrooms **did not consider**² laptops as useful as direct interaction with competent teachers.*

(8) *We must be more aware of social justice as the use of digital technology rises in education.*

(10) ***The basis for my argument is**² my research experience working with early-childhood educators and managers in a small town in eastern Indonesia.*

(38) *Pushing internet-based learning **may**¹ trigger brokerage practices and out-of-pocket expenses that have not been considered in the fiscal budget.*

(39) ***The use of ICT is considered**¹ inevitable in education.*

(40) *... Technologies **should not**³ substitute direct coaching.*

The fourth article was about sexual harassment of Baiq Nuril. She framed her ideas against the government and support Baiq Nuril. She displays her voices by distributing a lot of disclaim clauses. She did not agree with what the court had already done to Baiq Nuril by sentencing her into a jail. The author argued that there was injustice there. Below are some excerpts from the article.

(12) ***Instead of**¹ getting protection and justice from law enforcers, the mother of three appeared to be trapped through the Electronic Information and Transactions (ITE) Law for defamation after the man, identified as Muslim, reported her for defaming him by distributing the call recording to others.*

(13) *As if¹ conspiring against her, the supreme upholder of justice in the country failed² to see the elephant in the room, where the actual victim was Nuril herself.*

(16) *These people, **however**¹, likely² forgot the fortunate fate of Muslim who has easily escaped the legal process by pointing his finger at someone else, his own victim.*

(18) *The former principal was apparently transferred to the agency following the case, **while**² Nuril struggled to seek justice to be able to resume her life.*

(20) ***Yet**¹ the fact that the perpetrator walks free*

shows how sexual harassment here is largely considered no big deal.

(21) *This allows lecherous harassers to freely commit their crime repeatedly, **while**³ sacrificing the dignity of victims, mainly women.*

In addition, the author also distributed her personal subjectivity voices (entertain) and external personal subjectivity (attribute). Those utterances or clauses give more engagement to the readers in term of the Baiq Nuril's case. The uses of entertain clauses give shift of meaning to several clauses. Then, the readers will get more meanings in the article. Hence, the author tends to also contribute her ideas due to the topic, not only just report and repost from the facts. Below are several excerpts of entertain clauses.

(8) *I **might**¹ be one of a handful of women who managed to escape such a frustrating situation...*

(9) *Some other women **perhaps**² would not have had the guts to do the same if there were power relations involved, like between female subordinates and male bosses or between junior and senior coworkers.*

(16) *These people, however, **likely** forgot the fortunate fate of Muslim who has easily escaped the legal process by pointing his finger at someone else, his own victim.*

(18) *The former principal was **apparently**¹ transferred to the agency following the case,...*

(20) *Yet the fact that the perpetrator walks free shows how sexual harassment here is largely **considered**² no big deal.*

(27) *... **considering that**³ victims mostly avoid reporting abuse to prevent even further harm and disadvantage to themselves?*

(35) *The bill **apparently**¹ stipulates nine different types of sexual violence that should be eradicated, including sexual harassment, sexual exploitation, sexual assault and forced marriage.*

To increase the readers' trust, she also distributes attribute clauses. She employed

several direct (acknowledgement) and indirect speeches (distance) from several speakers. It gives more horizon to the readers. The will be more convinced in the article. Below are several excerpts of attribute clauses.

(17) *It turns out **he is reportedly¹** still enjoying his life as a civil servant at the NTB Youth and Sports Agency.*

(22) ***A friend said that¹** back in her university days, a middle-aged administrative staffer liked to tease female students by throwing flirty jokes here and there.*

(26) *"The woman was afraid to report to her superiors because they were all men." She was afraid of being scorned and belittled instead of getting justice, **my friend said⁵**.*

The fifth article was about coronavirus. The author (F5) tries to frame her ideas and voices in neutral ways. Therefore, the distributions of disclaim, entertain and attribute are equal. The author did not frame her ideas in the article whether she was supporting or arguing the case. She just displayed the crucial moment or the panic situation during Corona Virus pandemic. Below are some excerpts taken from the article.

(2) *... **transportation restrictions are deemed¹** crucial to contain the virus outbreak...*

(6) *On Friday, **President Joko "Jokowi" Widodo asked¹** all citizens to remain alert against the new coronavirus.*

(8) *A patient being evaluated for the coronavirus at the Sulianto Saroso Infection Hospital in Sunter, North Jakarta, has been confirmed as not being infected, **a hospital spokesperson said¹** on Saturday.*

(15) ***Terawan said¹** there was no need to **panic²** about the spread of the mysterious virus.*

(18) ***However¹**, the health minister should not² show off a relaxed attitude³;*

(20) *... **although⁴** the number of cases has continued to climb*

(21) *This **may¹** have led the global health authority to perceive that the latest outbreak is less severe.*

(30) ***Yet¹** no vaccine had been found to prevent and overcome the new virus outbreak in Wuhan, Erlina said.*

(31) *Like other viruses, the new coronavirus **may not¹** always sicken people, especially those who are fit and healthy.*

The sixth article brought labour leadership in UK. The article was entitled "Keir Starmer has what it takes to be Labour leader, but some are unconvinced ". From the data distribution, it can be seen that the uses of disclaim, entertain and attribute are equal. The author wrapped the article by providing positive judgment to what Keir Starmer had already done. Although the author distributed the uses of disclaim, it does not mean she is against Keir Starmer. In fact, she supports him well. The disclaim clauses in the text reflect the contradictory events if Keir Starmer does not win the election. Below are several excerpts as the language evidences.

(35) *I see a lot of hardcore Momentums, **but³** those young idealistic ones are coming round to Keir, they want to win.*

(36) *My dad and sister voted Corbyn, **but¹** they're voting Keir."*

(37) *The rift is so deep that some misguidedly yearn for a Starmer victory to purge Momentum from the party: **that's not the way⁴**, Starmer warns*

(38) *The civil war has to end – his programme is a plan to unite **not²** divide.*

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(38) *The civil war has to end – his programme is a plan to unite **not**² divide.*

The seventh article also brought corona virus outbreak in USA. The author was totally disappointed with the Covid-19 test which she took in USA. Hence, she used a lot of disclaim clauses which are in the form of deny and counter, to show her contradictory voices against Covid-19 test in USA. Below are several excerpts which indicate the author's voices against the topic.

(6) *... I was told that I did not qualify⁷ for the test because I had not travelled⁸ to any of the listed "global corona hotspots".*

(10) *... and for the second time I was told that I did not satisfy² the protocols for the test because I had not travelled³ to one of five listed countries*

(16) *Over 60 hours later I had heard nothing*

(21) *In a conversation on their Covid-19 hotline, I was told that I likely was not eligible for the test¹, **but** I could present myself for evaluation at the urgent⁴ care facility.*

(23) *I have traipsed gingerly past waiting lines of patients in the ER, not only exposing them to my potential infection², **but**⁴ also exposing myself, as a high-risk⁵ candidate, to Covid-19 infection from them.*

(24) *... a key factor has been that I did not¹⁰ satisfy the protocol based on the fact that I hadn't travelled¹² to one of five countries.*

(25) *Yet¹ just over 24 hours ago, the president of the US, initiated a prohibition of all travel to and from the country I had visited⁶ before I took ill.*

The author used a lot of deny and counter clauses to reflect her voices. She did not satisfy with the protocol of Covid test in USA. She knew that she had several symptoms which indicate to Covid-19. Yet, she did not manage to get the test. Furthermore, the author (F7) also displayed her personal subjectivity voices to strengthen her ideas. Hence, the readers will more trust her article dealing with the failure of Covid-19 test protocol in USA. Here are several excerpts of the article which indicate attribute clauses.

(12) *The following day, 7 March, my doctor called again to check in on me and noted that the criteria for testing seemed to² have expanded*

(20) *One day later, I made my fourth attempt to be tested when advised to call a nearby² Urgent Care center (Northwell Health) where testing was apparently³ being done.*

(21) *In a conversation on their Covid-19 hotline, I was told that I likely² was not eligible for the test',..*

The last article brought a topic about Education during pandemic. The author distributed disclaim, entertain and attribute utterances or clauses. Disclaim placed the most frequent clauses found in the article. Meanwhile, entertain and attribute remained equal. Disclaim clauses in the article indicated that the author disagreed with the government's plan to reopen the primary schools during the pandemic. The author also gave several reasons to support her ideas. Here are some excerpts taken from the article.

(1) ***The plan was simple**¹, if logistically impossible².*

(5) *If the government had bothered to read even its own rules on school reopenings, it might² **have worked** out that its plans were unworkable*

(6) **But¹** then doctors and nurses couldn't get their hands on personal protective equipment.

(15) The system **however¹**, won't be "fully operational" until September.

(30) In the end, it gave two days' notice that schools would be closed indefinitely **but²** would remain open to the very vulnerable and children of key workers

(31) This was **not¹** clear guidance, given in good time, but a back of the napkin, you-go-on-ahead-and-we'll-get-back-to-you-on-the-details kind of leadership,...

(33) Edenred, contracted to distribute £234m worth of vouchers to more than 1m homes, **did not¹** go through the process of a competitive tender.

(36) **Though¹**, if you believe Gavin Iamson, it remains "on target". We can't, I suppose, be surprised.

Moreover, the author also wrapped the article by giving a touch of entertain and attribute. Those two clauses strengthened the author's ideas. She engaged the readers stronger to convince her ideas and her voices that the government's plan was totally unworkable. Here are the excerpts.

(5) If the government had bothered to read even its own rules on school reopenings, it **might² have worked¹** out that its plans were unworkable,...

(8) Anyone with a working¹ knowledge of how to divide by two **might² have spotted the problem for primary⁴ schools.**

(12) **Perhaps¹** the education secretary, Gavin Iamson, was also acting upon "instinct²" when he insisted³ all primary⁴ pupils could⁵ return to school for four weeks.

(16) When teachers voiced misgivings¹ at the government's refusal to release modelling of its guidance, and suggested it all **appeared²** unfeasible³,...

(22) Teachers couldn't¹ be forgiven for thinking the series of bungled measures was a sign that our government just **might³** not have a clue.

(23) Anyone with a working knowledge¹ of how to divide by two might² have spotted the problem for primary schools.

(27) What was the government doing keeping

schools open when our closest neighbours – Ireland, France, Germany, Spain and Italy – had already closed theirs?

(28) What should parents do in the face of this foot-dragging? Keep children at school, for their family's sanity, or at home?

(38) ..., **it looks¹** very much like business as usual³.

On the other side, the author (eighth female author) also provided attribute in the article. She cited several direct speech (acknowledge) and indirect speech (distance) from any speakers. Here are the excerptst.

(7) .. **said⁴** the country is going to get through this in good shape, no doubt at all",...

(9) Primary school pupils were, **the government said²**, to be taught in bubbles of 15 in order to maintain some form of social distancing.

(13) It's worth mentioning that¹ the Scientific Advisory Group for Emergencies warned that the government's test track and trace system needed to be functional before schools reopened.

(14) Cue Johnson **declaring¹** that¹ it would be "world-beating" and "in place by 1 June".

The author involves external subjectivity voices from aoutsider to strengthen her ideas towards the topic. Like excerpt number (13), the author takes external voice from Scientific Advisory Group for Emergencies to support her voice about reopening primary school. Reopening schools during the pandemic is at risk. Government needs to do test track and trace system before reopening schools.

Engagement covers interpersonal positioning of the writers/speakers in the text they produce (Wiley, 2015). The highlight is on interpersonal positioning. Since by framing engagement in the text, the reader will figure out whether the author/writer is supporting or opposing the topic they bring about. Based on the data

findings, the highest clauses were notified as disclaiming clause. Female authors tend to show off their emotions or feelings whether they support or against the topic. It goes hand in hand with psychological theory from Guimond (2008). He mentioned that women tend to keep social connections and relationship. The next findings are entertain and attribute clauses. Female authors developed more internal subjectivity voices rather than external ones. It coincides with previous researches done by Pascual and Unger (2010) as well as Liu (2013). They claimed that the respondents more frequently address to entertain voices in their heteroglossic expansion. They said that addressing entertain voices might highlight and build up confidence or convince and persuade the readers. Hence, the researcher concludes that the reason of the female authors employ more entertain clauses is that to convince and persuade the readers.

CONCLUSION

All the female authors employ heterogloss clauses. Based on the data findings, it can be seen that female authors mostly use disclaim in their utterances or clauses. There is 47,9% of the whole clauses indicate disclaim. Meanwhile, clauses or utterances which indicate personal/internal subjectivity (author's opinions) or entertain are 22,5%. Clauses which indicate external subjectivity or entertain are 21,1%. The fewest distribution goes to proclaim which is only 8,5%. And the data findings confirm several previous studies and theories. It is worth-doing research. It gives significant contribution to English Teaching especially teaching writing. Writers will learn how to frame their writer's voices in the form of engagement.

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