

**HEDGES AND BOOSTERS IN EFL STUDENTS' THESES AT ENGLISH  
EDUCATION DEPARTMENT OF NAHDLATUL ULAMA  
UNIVERSITY LAMPUNG**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree in English Language Education



By

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**2024**

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Accepted on  
Tuesday, 16<sup>th</sup> July 2024

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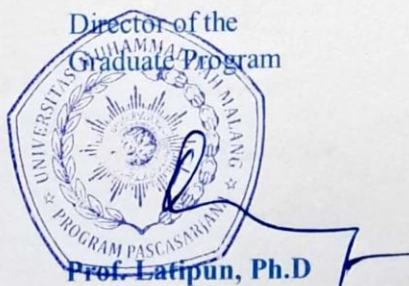
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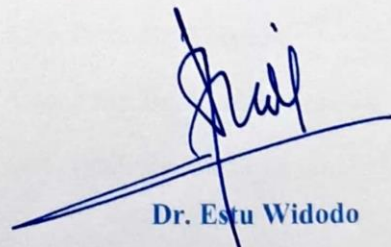
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Defended in front of the examiners  
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## LETTER OF STATEMENT

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2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16<sup>th</sup> July 2024  
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*Alhamdulillahirabbil'alamin.* Praise Allah, who has blessed and mercied the researcher in completing research entitled “*Hedges and Boosters In EFL Students’ Theses at English Education Department of Nahdlatul Ulama University Lampung.*” Sholawat and salam are upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

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The researcher apologizes for all her mistakes in writing and finishing this undergraduate thesis. All comments and criticisms are welcomed to lighten up the quality of this research. Hopefully, this thesis can be a meaningful benefit for the researcher, our campus, and all readers. *Aamiin.*

The Writer

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**HEDGES AND BOOSTERS IN EFL STUDENTS' THESES AT ENGLISH  
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**ABSTRACT**

This study aims to explore the types based on Bal-Gezegin & Baş (2020) theory and problems of hedges and booster devices used in the EFL students' theses. This research applied a qualitative approach, specifically a case study, and the data analysis employed by Miles and colleagues (2014). The researcher used purposive sampling to determine the research subjects related to the students' theses. At the same time, the researcher used a snowball sampling technique to determine the research subjects regarding the interviewee. The participants were six theses and six students who studied in the academic year of 2018 and graduated in 2022. Furthermore, the researcher used a document checklist and interview to gather the data. The research found four types of hedges: modal auxiliaries, lexical verbs, hedging adverbs, and hedging phrases. There were six types of boosters, namely lexical verbs, boosting adverbs, modal auxiliaries, boosting adjectives, boosting nouns, and boosting phrases. Moreover, the problems faced by the students are the learner's limited knowledge, improper grammar, lack of confidence, difficulty constructing phrases, insufficient experience, overuse, inadequate vocabulary, and misplaced vocabulary. This study had several recommendations. First, it is recommended that students increase their awareness of the importance of using hedges and boosters in their writing. Second, lecturers hope to explain this strategy at the beginning of learning. Last, it was suggested that further researchers explore how hedging and boosting are addressed in other fields for future research because this study only focused on the students of the English Education Department at UNU Lampung.

**Keywords:**

Case study, challenges, hedges and boosters

**HEDGES DAN BOOSTER PADA SKRIPSI SISWA EFL DI  
DEPARTEMEN PENDIDIKAN BAHASA INGGRIS  
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**ABSTRAK**

Penelitian ini bertujuan untuk mengeksplorasi jenis berdasarkan teori Bal-Gezegin & Baş (2020) dan masalah perangkat lindung nilai dan booster yang digunakan dalam tesis mahasiswa EFL. Penelitian ini menggunakan pendekatan kualitatif, khususnya studi kasus, dan analisis data yang digunakan oleh Miles dan rekan (2014). Peneliti menggunakan purposive sampling untuk menentukan subjek penelitian yang berkaitan dengan skripsi mahasiswa. Sekaligus peneliti menggunakan teknik snowball sampling untuk menentukan subjek penelitian mengenai orang yang diwawancarai. Partisipannya adalah enam tesis dan enam orang mahasiswa yang belajar pada tahun ajaran 2018 dan lulus pada tahun 2022. Selanjutnya peneliti menggunakan checklist dokumen dan wawancara untuk mengumpulkan data. Penelitian ini menemukan empat jenis hedges: modal auxiliaries, kata kerja leksikal, kata keterangan, dan hedge frasa. Ada enam jenis booster, yaitu lexical verbs, boosting adverbs, modal auxiliaries, boosting adjektiva, boosting nouns, dan boosting phrase. Selain itu, permasalahan yang dihadapi siswa adalah terbatasnya pengetahuan pelajar, tata bahasa yang tidak tepat, kurang percaya diri, kesulitan menyusun frasa, pengalaman yang kurang, penggunaan kosakata yang berlebihan, tidak memadai, dan kosakata yang salah letak. Penelitian ini memiliki beberapa rekomendasi. Pertama, disarankan agar siswa meningkatkan kesadarannya akan pentingnya penggunaan hedges dan booster dalam tulisannya. Kedua, dosen berharap dapat menjelaskan strategi ini pada awal pembelajaran. Terakhir, disarankan agar peneliti selanjutnya mengeksplorasi bagaimana hedging dan boosting ditangani di bidang lain untuk penelitian selanjutnya karena penelitian ini hanya terfokus pada mahasiswa Jurusan Pendidikan Bahasa Inggris UNU Lampung.

**Kata kunci:**

Studi kasus, tantangan, hedges dan boosters

## **I. INTRODUCTION**

This chapter presents the background of the study and research question.

### **1.1. The Background of the Study**

Writing is a productive skill in English that is essential for communication. This language ability becomes crucial for establishing personal connections without having to physically meet (Zulaiha & Triana, 2023). Writing is also used as a standard assessment, especially one that assesses students' knowledge and writing ability. It is also one of the most important language skills. In addition, the pupils' writing displays the strength of their language (Triana et al., 2020). As a result, writing as a useful skill is essential for language learning. The importance of academic writing abilities is evident across several disciplines and fields of study, since they are essential for effectively communicating ideas and knowledge in academic genres such as textbooks, research papers, essays, theses, and other scholarly works. It is common knowledge that writing in English for almost all foreign language learners is an arduous case (Kusumaningputri et al., 2018).

However, students often encounter challenges in writing. First, students have limited awareness of effective writing strategies (Asnas et al., 2022). Second, students lack thorough knowledge of hedging and boosting expressions (Triyoko and colleagues, 2021). Insufficient understanding leads to improper utilization, which can weaken their arguments and diminish the overall clarity of their work. Lastly, students lack of awareness about the importance of using hedges and boosters in the thesis (Taymaz, 2021). Particularly, in the difficult part of academic writing, writers carry out certain interactions with readers, which emerge as meta-discourse. This will be challenging for EFL learners, especially if they have to address academic material or writing. The learners need to produce argumentative writing in order to complete their daily assignments or theses (Yulianawati et al., 2022).

Therefore, the implementation of strategic approaches in academic writing is of crucial significance in the development of learners' writing abilities. Hedges and boosters are communicative or linguistic strategy to decrease or increase the

strength of an utterance (Hyland, 2019). Hedges and boosters are components of the meta-discourse employed by writers to enhance the comprehensibility of the text for the reader. In order for readers to understand what the authors intend, writers use a number of language devices known as meta-discourse to construct their arguments in accordance with the wants and expectations of their audience (Bal-Gezegin & Baş, 2020). It is crucial to distinguish the ideational substance of the text from the aspects that organize it and convey the writer's thoughts and attitudes toward it. The idea of meta-discourse is based on the idea that a text's overall meaning may be deduced from the interplay of its constituent parts. As a subcategory of interactional meta-discourse, hedges and boosters are used to implement a communicative strategy in which a text can only communicate effectively if the author has accurately assessed both the readers' interpretive resources and their likely response.

In consequence, the students may face several problems when using hedges and booters strategies in their theses. The first problem is that EFL Students may struggle to find appropriate terms to hedge or booster their statements effectively. They might lack knowledge of specific hedging and boosting expressions (Wang & Xie, 2022). The second is concerned with grammar. EFL students who face grammar and sentence structure difficulties when implementing hedging and boosting might misuse modal verbs, adverbs, or adjectives, leading to incorrect expressions. This can affect the clarity and effectiveness of their writing. The third is a lack of confidence (Donadio & Passariello, 2022). EFL students may lack confidence in their English language skills, which can impact their ability to use hedging and boosting effectively. Therefore, the use of hedges and boosters remains a challenging task for graduate students in the context of academic writing (Yoon, 2021). They may feel uncertain about their choices and doubt their ability to convey their arguments with conviction or recognize potential limitations.

The use of hedges and boosters in academic writing permits writers to navigate the complexities of appropriately expressing uncertainty and confidence. They contribute to presenting a nuanced and objective perspective, highlighting the significance of research findings and arguments. Furthermore, the significance of

hedges and boosters in academic writing is their role in establishing the proper rhetorical and communicative atmosphere, effectively transmitting both evidential and affective senses.

There have been several previous research findings on hedges and boosters (Ardhianti et al., 2023; Asfina et al., 2018; Oktay, 2020; Taymaz, 2021; Triyoko et al., 2021). First of all, a study by Asfina et al., (2018) examined the utilization of hedges by Indonesian English Language Teaching (ELT) students in written and spoken discourses. The study's findings revealed that the form of discourse, whether written or spoken, can influence the frequency and manner in which hedges are employed. Secondly, a study conducted by Ardhianti et al., (2023) provided a detailed description of the usage of hedges and boosters in scientific articles written by students. The study's findings demonstrated the utilization of modal verb hedges in the first position.

Thirdly, a study conducted by Triyoko et al., (2021) focused on enhancing the explanation of academic writing practices in Indonesia to assist the general development of academic writing skills. The findings indicated that adverbs, in the form of hedges and boosters, are frequently employed in Indonesian scientific writing. Fourthly, a study conducted by Taymaz (2021) aimed to examine and compare the potential variations in the utilization of hedging and boosting devices between Master's and Doctoral levels. The findings indicated a greater frequency of boosters observed in PhD dissertations compared to MA theses. On the other hand, MA students applied more hedges in their theses than PhD students in their dissertations. Lastly, a study by Oktay (2020) investigated the use of hedges and boosters in advice-giving discourse, particularly in an agony aunt's column. Her study revealed that hedges were more frequently used than boosters in the advice letters analyzed. Moreover, a study conducted by Taymaz (2021) closely aligns with the present study. A similar issue is the lack of students' awareness of the importance of using hedges and boosters. Then, her findings indicate that hedges were utilized more frequently than boosters.

This current research is different from the previous ones in the following contexts. Firstly, in this research, the researcher will analyze the use of hedges and

boosters based on Bal-Gezegin & Baş (2020) theory that has been adopted from Dafouz-Milne (2008) and Hyland (2019). In contrast, the previous research used a relatively older theory. This new theory may offer an innovative approach to comprehending a phenomenon, which can lead to new insights and discoveries (Forbes, 2018). Secondly, this research focuses on the types and problems of hedges and booster devices used in the students' theses. Thirdly, this current research analyzes the whole part of the thesis, not only a certain section such as the abstract, background of study, or discussion like previous research. Lastly, the subject of this research to obtain the data are EFL alumni at the English Language Department of UNU Lampung who graduated in the academic year 2022.

English Department of Universitas Nahdlatul Ulama (UNU) Lampung was selected as the research setting based on several considerations. Firstly, the students lack knowledge about hedges and boosters. Secondly, they have a low awareness of using hedges and boosters. They are cases based on a preliminary study. UNU Lampung was established on August 28, 2012, with the most students majoring in Primary School Teacher Education. In fact, the English education department at UNU Lampung has few students. They lack the motivation to learn English more. However, it is important to use hedges and boosters to express polite statements or ideas in communication. Thus, they have to know how to use hedges and boosters appropriately as an acceptable writing style.

## **2.1 Research Questions**

Based on the research background above, the research questions are stated as follows:

1. What types of hedges and boosters do EFL students use in their theses at English Language Department of UNU Lampung?
2. What problems do EFL students face when using hedges and boosters in their theses at the English Language Department of UNU Lampung?



## **II. LITERATURE REVIEW**

This chapter presents the literature review, which consists of writing skills, thesis writing, the hedges and boosters in academic writing, and the problems in using hedges and boosters.

### **2.1 Writing Skills**

The writing process involves a sequence of phases, establishing the first stage of gathering information and advancing towards the subsequent stage of arranging and converting data into a coherent framework. (Langan & John, 2011; Teng, 2020). Generally, writing is the activity of conveying messages (ideas, feelings, or information) in writing to readers. The mastery of English writing skills is a priority for a significant number of students in the context of Indonesian higher education (Susilawati & Chairunnisa, 2019). Writing in English is regarded as one of the four most important academic skills and the most difficult to acquire when compared to reading, listening, and speaking.

There are several types of writing. One of them is academic writing. Academic writing is a crucial part of English teaching and learning in higher education. According to Rosyada & Sundari (2021) academic writing is intended for students, especially English as a Foreign Language (EFL) students in Indonesia country. It can be challenging because they are required to write assignments for exams or coursework in college. It includes essays, research papers, theses, dissertations, and academic articles that adhere to citation styles and present evidence-based arguments. Obviously, academic writing refers to the manner in which individuals convey their knowledge within the intellectual boundaries of their disciplines and areas of expertise. The fundamental concept of hedges and boosters has been expanded to include approaches where they are used as a communicative strategy in academic writing (Akman & Karahan, 2023).

### **2.2 Thesis Writing**

The thesis is an extensive written work accomplished by a student as a final assignment in university, which was established on their own research. Writing a

thesis is like writing a book, working gradually through guiding advisors (Eco, 2015). In thesis indeed needs originality. Originality refers to the degree to which the presents a new interpretation of someone else's ideas and new empirical work that has not been done before (Murray, 2011). An original thesis mostly employs different methodologies and applies them in new areas. In contrast, a thesis has to present a coherent, organized, and acceptable argument for reasoning substantiated by reliable and verified data, presented in a manner that offers a novel contribution to the existing body of knowledge, as evaluated by specialists in the respective discipline (Evans et al., 2014).

There are five stages in arranging a thesis that is adapted from (Evans et al., 2014). Every stage has to be conducted and cannot be skipped. Firstly, the introduction provides an overview of the thesis, outlining the topic that it addresses, discusses the research problem, describes the study's aims, and gives the research questions. Secondly, the literature review provides previous studies that are relevant to the subject matter of the thesis, as well as current knowledge, theory, and practice. Thirdly, the methodology section delineates the research design, approach, and processes employed for data collection and analysis. It provides a comprehensive overview of the study's participants, instruments, data collection procedure, and analysis methods. Fourthly, a discussion chapter in a research report presents the study's result, typically through tables, figures, and explanatory text. The data is reported with interpretation. Subsequently, the researcher proceeds to the discussion section, where they discuss the similarities and differences with other studies based on the findings. Lastly, The conclusion provides a concise overview of the main findings and arguments presented in the thesis. It summarizes the research aims and questions and combines the key topics discussed. This part also includes suggestions based on the research findings.

All students writing a research thesis face the novel challenge of managing large amounts of text over a long period. A study conducted by Hawari et al., (2022) revealed that the challenges students encounter in writing are associated with limited writing of effective writing strategies, grammatical errors, and low motivation in thesis writing. It represents that students struggle with topic

integration, structuring grammar, and connecting phrases, paragraphs, or sections. This study revealed students' lack of academic writing skills encompassing the dimensions of thesis elements and writing performance (Nurkamto et al., 2022). Hence, writing a thesis requires the ability to compose phrases, use appropriate grammar and writing strategies to produce a good thesis.

## **2.3 The Hedges and Boosters in Academic Writing**

### **2.3.1 The Concept of Hedges and Boosters**

Meta-discourse refers to the features that writers include to aid the reader in comprehending the message, sharing the author's viewpoints, and reflecting the particular conventions of a given culture. In accordance with Hyland (2019), in this research, the word "meta-discourse" is defined as the encompassing concept that refers to the self-reflective expressions employed to negotiate the meanings of interactions inside a text, help the writer (or speaker) in conveying a certain perspective, and actively involve the readers. There are five classifications of meta-discourse (Bal-Gezegin & Baş, 2020). The first is *hedges*. Hedges are indicators that withhold total commitment to the text's displayed statements. This category contains modal auxiliaries, lexical verbs, hedging adverbs, and hedging phrases. The second is *boosters*. Boosters express data and the author's claims impersonally by showing and revealing the certainty of expected results. This category contains lexical verbs, boosting adverbs, modal auxiliaries, and boosting adjectives. The third is *attitude markers*. It indicates the writer's stance on the proposition. This category involves attitude verbs, attitude adverbs, attitude adjectives, and attitude nouns. The fourth is *engagement markers*. It makes a clear and direct connection with readers or establish a relationship with them. This category includes rhetorical questions, engagement verbs, asides, direct address to the reader, and inclusive expressions. The fifth is *self-mentions*. It refers specifically to the explicit mention of writers. This category consists of singular and plural pronouns and direct address to the writer. Despite this, the researcher solely focuses on investigating the hedges and boosters.

A variety of interactional meta-discourse markers are employed by writers to convey their attitudes to readers (Ekoc-Ozcelik, 2023). To accomplish this, the writer alters the level of assertion in academic discourse and expresses exactly what the writer thinks. Essentially, an awareness of meta-discourse has some benefits to students. First, it aids them in comprehending the cognitive demands that texts place on readers and the ways in which writers can facilitate information processing. Second, it provides them with the means to articulate a response to their statements. Third, it enables them to negotiate this position and engage in a community-appropriate dialogue with the audience. The prospective benefits of emphasizing meta-discourse in the classroom can be summarized in bullet points with a bit more explanation.

The discussion about hedging has become an interesting topic in linguists' view. In addition, in the academic context, hedging is included as one of the features of communication styles. Hedges decrease the level of academic commitment (Oktay, 2020). In academic writing, the use of hedging devices is crucial. In addition to demonstrating respect and modesty for their audience and colleagues, writers can demonstrate confidence in their ability to transmit facts using hedges and boosters (Farnia & Gerami, 2021). Hedges are the markers that a writer is not totally committed to the informational content of their writing. Hedges are essential for both defending the author's position and establishing rapport with the reader (Uba, 2020). Hedges imply that a statement is based on the author's interpretation as instead of strong proof.

Boosters are contradicted with hedges. Boosters increase the level of academic commitment (Oktay, 2020). Boosters are commonly employed as rhetorical devices that show the writers' complete trust and conviction in their assertions, showcasing their active involvement with the subject matter and fostering a sense of unity with their readership. The strength of Bal-Gezegin & Bas (2020) theory than of other theories. In a new theory, an innovative approach to comprehending a phenomenon can lead to discovering new insights and knowledge. This theory is simpler and less complicated.

### 2.3.2 The Types of Hedges and Boosters

This section presents the types of hedges and boosters based on on Bal-Gezegin & Baş (2020) theory that have adopted from Dafouz-Milne (2008) and Hyland (2019). Both hedges and boosters have four types:

#### 2.3.2.1 Types of Hedges

##### 1. Modal Auxiliaries

This type is frequently employed to express modality. The main modals include *can*, *could*, *may*, *might*, *will*, *would*, *shall*, and *should*. The first is *will/would*. *Will*, which conveys epistemic modality, is concerned with events that are likely to occur in the future, and the prediction of likelihood or possibility is based on the writers' judgment. Comparatively, *would* express either the past prediction of possibility based on the authors' judgment or the hypothetical prediction of possibility based on the authors' deduction; however, the degree of possibility is lower than that of *will*.

For instance:

- a. Having breakfast in the morning *will* give us more power to start our activities.
- b. If they weren't in school, I probably *would* find it very difficult here in England (Paltridge & Starfield, 2007).

The second is *can/could*. While the majority of modal verbs convey epistemic meaning, the modal verb *can* in affirmative sentences conveys only deontic meaning, which indicates permission and capability (Dafouz-Milne, 2008). It has been argued that it can be used as a hedge because it qualifies authors' statements and reduces the force of a claim. Hence, reducing the certainty of a truth claim to the level of a minor possibility can be interpreted as a weakening of the assertion.

For example:

- a. We *can* anticipate less difficulty for speakers of more distant languages.
- b. Future research that investigates these qualitative distinctions *could* significantly expand our comprehension. (Demir, 2018).

The third is *should*. *Should* indicate epistemic modality when discussing decreased dialogic area with the outcome that alternative perspectives would contradict the way things should follow the logic and norms of society. (Schmauss & Kilian, 2023). Consequently, the epistemic criterion indicates a level of possibility or provisional assumption based on the authors' inferences.

For example: University administrations *should* also have realistic expectations of lecturers (Ekoc-Ozcelik, 2023).

The fourth is *may/might*. Both *may* and *might* express epistemic meaning by indicating a degree of possibility. *May* is extremely frequent in academic prose. For example:

- a. Dominant norms for expert writers may not be prevailing for second-language student writers.
- b. Local languages *might* work together as languages of education (Demir, 2018).

## 2. Lexical Verbs

Lexical verbs commonly referred to as "speech act verbs" that used to assume, such as evaluating and doubting, when expressing the speaker's attitude towards the proposition as opposed to merely describing. The degree of variation in illocutionary force are *appear, feel, suggest, claim, seem, conclude, assume, estimate, argue*.

For example: I *conclude* from this that...(Li & Xu, 2020).

## 3. Hedging Adverbs

Hyland (1998) took a syntactic approach to adverbs that included adjuncts and disjuncts. Nevertheless, the adverbs in this research will be analyzed based on the semantic characteristics of hedge and booster adverbs, as Hyland (2017) noted that the analysis of hedging adverbs in particular raises more questions about their meanings than about their syntactic functions. The hedging adverb consists of *probably, perhaps, maybe, likely, apparently, theoretically, almost, usually, merely, and mostly*.



For example: Girls also *usually* score higher than boys in verbal ability and reading tests, especially from age eleven onward (Hyland, 2019).

#### 4. Hedging Phrases

Personal pronouns are utilized to demonstrate the hedging phrase. Hedging phrases express the skepticism and direct involvement of the speaker. This section provides examples of introductions *from my perspective, I think, as far as we know, it is our view that I believe, we feel that*.

For example: *I think* there are three main reasons for this (Hyland, 2019).

#### 2.3.2.2 Types of Boosters

##### 1. Lexical Verbs

A lexical verb is a booster that we can use to express the degree of conviction or confidence in our statements or findings. It helps to convey the strength of the arguments and the extent to which we believe in the validity of our claims. The lexical verbs comprise *prove, realize, show, demonstrate, believe, and confirm*.

For example:

- a. The results *show* that every participant assessed the pressure from the cognitive task demand in the role-plays (Gong et al., 2021).
- b. We *believe* that collaborative design will remain a defining feature of the next phase of knowledge-based organizations (Wang & Chen, 2020).

##### 2. Boosting Adverbs

Boosting adverbs intensifies the meaning of the word or phrase it modifies. Boosting adverbs are employed to accentuate the intensity or scope of an action, quality, or condition. Boosting adverbs are also referred to as intensifiers because they amplify the intensity of the term they modify, thereby strengthening the statement. Such as *evidently, obviously, certainly, totally, really, always, clearly, definitely, completely, exactly, in fact*.

For example: These three aspects have *obviously* affected two individuals' pragmatic choices (Gong et al., 2021).

### 3. Modal Auxiliaries

The use of *have to* and *must* to express epistemic modality indicates a high degree of probability to near certainty (Hyland, 2019). Writers must convey their confidence in their inference based on deduction from previously presented evidence or facts. Such as *have to* and *must*.

For example: In Turkey, teachers had to adhere to a curriculum rigorously and had no discretion over what to teach (Öz, 2022).

### 4. Boosting Adjectives

As can be seen, the example has been packaged and qualified in sentences devoid of context. The interpretation of propositional content within its authentic context is a highly credible approach. However, upon studying the linguistic choices in cases that indicate certainty, it can be proposed that including the term words of boosting adjective demonstrates greater confidence and commitment. The boosting adjectives include *clear, certain, sure, and true*.

For example: It is *clear* that bird flu will spread when the infected birds shed the virus in their nasal secretions (Akbas & Hardman, 2018). According to the explanation above, the researcher summarized the following table:

**Table 2.1.** Summary of Hedges and Boosters Types

Category	Subcategory	Examples
<b>Hedges</b>	Modal Auxiliaries	<i>may, might, could, can, should, would</i>
	Lexical Verbs	<i>appear, feel, suggest, claim, seem, conclude, assume, estimate, argue</i>
	Hedging Adverbs	<i>probably, perhaps, maybe, likely, apparently, theoretically, almost, usually, merely, mostly</i>
	Hedging Phrases	<i>from my perspective, I think, as far as we know, it is our view that I believe, we feel that</i>
<b>Boosters</b>	Lexical Verbs	<i>prove, realize, show, demonstrate, believe, confirm, find</i>
	Boosting Adverbs	<i>evidently, obviously, certainly, totally, really, always, clearly, definitely, completely, exactly, in fact, actually</i>
	Modal Auxiliaries	<i>have to, must</i>
	Boosting Adjectives	<i>clear, certain, sure, true</i>

A brief explanation from the table above is that there are four distinct categories of hedges and boosters. Hedges serve to reduce the strength of a statement. First, modal auxiliaries are auxiliary verbs that convey thoughts of possibility, probability, or necessity. Second, lexical verbs are primary verbs that represent a certain level of uncertainty or subjectivity. Third, hedging adverbs modify verbs to express uncertainty or possibility. Fourth, hedging phrases are linguistic expressions that convey the writer's subjective opinions or restricted expertise.

On the other hand, boosters highlight the author's argument by suggesting that it is supported by substantial evidence or deeply held convictions. Firstly, lexical verbs are forceful action verbs that express certainty and decisiveness. Secondly, boosting adverbs are adverbs that alter verbs to provide a substantial level of conviction or stress. Thirdly, modal auxiliaries are auxiliary verbs that convey a compelling sense of necessity or obligation. Lastly, booster adjectives are adjectives that define nouns in a manner that transmits firm certainty and confidence.

#### **2.4 The Problems in Using of Hedges and Boosters**

Hedges and boosters are essential components in the field of academic writing. However, employing hedges and boosters in academic writing can be challenging, especially for EFL learners. Several problems are identified as follows.

*Firstly*, the students have limited knowledge of academic writing skills. Particularly, they might lack knowledge of specific hedging and boosting expressions (Wang & Xie, 2022; Yoon, 2021). It can affect students' ability to acquire the challenge of using hedges and boosters in their scientific work.

*Secondly*, EFL students who face grammar and sentence structure difficulties when implementing hedging and boosting might misuse modal verbs, adverbs, or adjectives, leading to incorrect expressions (Hatipoğlu & Algi S., 2018). This can affect the clarity and effectiveness of their writing. This means that writers need to be aware of the linguistic nuances and conventions of the language they are

writing in, which can be particularly difficult for non-native speakers (Donadio & Passariello, 2022).

*Thirdly*, Donadio (2022) stated that EFL students may lack confidence in their English language skills, which can impact their ability to effectively use hedging and boosting, especially regarding the inappropriate use of hedges and boosters. Novice academic writers may also struggle to use hedges and boosters appropriately in their academic discourses. Not only novices but also master students lack confidence (Qiu & Ma, 2019). They may feel uncertain about their choices and doubt their ability to convey their arguments with conviction or recognize potential limitations. It is frequently problematic for non-native writers to appropriately employ hedges and boosters.

*Fourthly* is phraseology. Phraseology is an essential aspect of language learning and understanding the meaning conveyed, seems to be another significant obstacle to learners' use of hedges. Smirnova & Strinyuk (2020) found that phraseology can be a challenge when students use expressions that contain hedging devices. Thus, the consideration of phraseology becomes relevant when determining the appropriate use of hedges within a specific context. Various academic areas or genres often employ specific phraseological patterns to incorporate hedging.

*Fifthly*, students have overhedging. Overusing hedges can give the impression that your writing lacks strength or confidence. While expert writers employ hedges more frequently than learners, some learners have a tendency to over-utilize them. As an illustration, many students employed hedges 5-6 times in their writing, exceeding a frequency of once every 500 words (Smirnova & Strinyuk, 2020). In contrast, expert authors typically utilize hedges approximately once every 3200 words.

*The last of all*, students have less experience. By correlating the range and patterns of stance features to students' linguistic, disciplinary, and educational backgrounds, writers have determined appropriate signaling hedges and boosters, particularly those who lack linguistic resources and disciplinary writing experience.

It can be difficult for students to recognize and acquire such language features when expert authors assert their stance unconsciously (Mifdal & Lewis, 2023).

In conclusion, ESL/EFL writers frequently encounter challenges while proposing to effectively convey their uncertainties or certainties with an appropriate degree of confidence in their writing. This problem is further complicated by the fact that ESL/EFL learners have a first language which makes them encounter various problems when using hedging and boosting. Hafner & Wang (2018) said that practitioners in Teaching English to Speakers of Other Languages (TESOL) who work within academic settings may endeavor to enhance the interpersonal elements of academic discourse, such as the proper use of boosters. Thus, Demir (2018); Petchkij (2019) suggested that students need a teacher with persistence and consistency, as well as instructional plans and time management skills.

### **III. METHOD**

This chapter presents the research setting and design, research subjects, data collection techniques and instruments, which consist of document and interview, data collection procedures, and data analysis.

#### **3.1 Research Setting and Design**

In this current research, the researcher used a qualitative research method to answer the research questions. Anderson (2005) stated that qualitative research is a type of study that explores phenomena in their natural settings and employs multiple methods to interpret, comprehend, explain, and give meaning to them. More specifically, a case study design was applied in this current research. According to Ary et al., (2019), a case study is an in-depth investigation conducted on a certain individual, group, event, or institution. The case in this current research was addressed in UNU Lampung based on several considerations. First, the student's lack of awareness about the importance of using hedges and boosters in the thesis. Second, the students have a low understanding of particular hedging and

boosting expressions. The objective is to comprehensively describe and comprehend the subject matter (referred to as the "case").

### **3.2 Research Subject**

The subjects of this research were six theses and six EFL students at the English Education Department of UNU Lampung who studied in the academic year 2018 and graduated in 2022. They were selected by employing a purposive sampling approach. This sampling approach was defined by Schreier (2018) as a strategy in which sample members are selected to represent a location or type concerning the criterion. First of all, several theses contained numerous hedges and boosters. Secondly, the students who wrote the thesis had different advisors. Thirdly, the students who wrote the thesis were willing to be the participants. Lastly, the students who wrote the thesis had no objections to their theses to be analyzed. Furthermore, the researcher used a snowball sampling technique to collect the data. According to Ary et al., (2019), snowball sampling is the practice of a sampling technique used in qualitative research in which utilizing the first subject or participant to propose the names of other participants who would be appropriate for the sample. The researcher stops the interview whenever the data have been saturated, that is no more new information is obtained from the participants.

### **3.3 Data Collection Techniques and Instruments**

In collecting data, two techniques (document and interview) and instruments (document checklist and interview guide) were applied in this current research (Creswell, 2015).

#### **3.3.1 Document**

Document is an approach the researcher used in order to analyze a document or the students' theses which contained hedges and boosters. The documents analyzed in this current research were the theses written by the students of English Education Department of UNU Lampung between 2018 and 2022. The purpose of collecting the data from the document (students' theses) is to answer the first and



the second research questions, which concern the types and the problems of hedges and boosters used in the theses. The instrument to collect the data was the document checklist.

The steps of document analysis were as follows:

1. Preparing the document checklists.
2. Collecting the students' theses.
3. Selecting the students' theses based on the focus of the research.
4. Reading the theses and finding the hedges and boosters.
5. Coding the hedges and boosters.
6. Cross-checking the real data obtained from the documents.

### **3.3.2 Interview**

The researcher used semi-structured interviews for this current research. The interviews were conducted with alumni whose theses are analyzed in this research. The purpose of the interviews was to answer the second research question. The instrument used in this technique was the interview guideline. Further, the researcher employed open-ended questions to collect data related to the problems of applying hedges and boosters faced by EFL students in writing theses.

The steps in interviewing the subjects were as follows:

1. Making the interview guide related to the topic using open-ended questions.
2. Developing the interview guide.
3. Validating the interview guide through consultation with the experts or advisors.
4. Contacting the participants to hold the interview.
5. Conducting the interviews with one-by-one participants for around twenty minutes via Zoom meeting.
6. Developing the questions depending on the interviewee's answer.
7. Cross-checking the real data obtained from the interview results.

### **3.4 Data Analysis**

In analyzing the data, the researcher followed the steps of data analysis as described by Miles et al., (2014).

#### **3.4.1 Data Condensation**

The researcher employed several steps in this phase. Firstly, the researcher simplified the data from the documents and interview results that the researcher has got. Secondly, the researcher selected the relevant data based on the focus of the research. Thirdly, the researcher also had the potential to reduce data that was not relevant. Fourthly, the researcher classified the types of hedges and boosters based on the problems that the students face in writing their theses. Lastly, the researcher analyzed the result of the document checklists and interview guide to answer research questions.

#### **3.4.2 Data Display**

In this stage, the data appear generally, specifically, and clearly. The researcher applied several steps. First, the researcher presented the entire data set acquired through the process of documents and interviews. Second, the researcher highlighted both hedges and boosters in the table to be more tangible. Third, the researcher listened and transcribed the interview results. Lastly, the researcher described the interview results comprehensively and presented the results of the document analysis in a descriptive form.

#### **3.4.3 Data Conclusion**

In the last step, the researcher verified the results of the data analysis by making a conclusion from the findings. In this part, the data presented in the data display was discussed in-depth to lead to a research conclusion. The researcher interpreted the data, and then the process of the interpretation was completed by making a conclusion about hedges and boosters used by EFL students at UNU Lampung. The following table provides a concise and helpful overview of the current research.

**Table 3.1.** Summary of Research Questions, Data, and Instruments

No	Research Questions	Forms of Data	Sources of Data	Instruments
1.	What types of hedges and boosters do EFL students use in their theses at English Language Department of UNU Lampung?	Qualitative data about the types of hedges and boosters that EFL students use in their theses.	Theses (Arthefact)	Document checklist
2.	What problems do EFL students face when using hedges and boosters in their theses at the English Department of UNU Lampung?	Qualitative data about the problems that the students face in writing their theses.	EFL students' at UNU Lampung	Interview guide

#### IV. FINDINGS AND DISCUSSION

This chapter presents the findings and discussion on the types and problems of hedges and booster devices used in the students' theses. The first section presents the data findings, while the next is focused on the discussion as it indicated the answers to the research questions.

##### 4.1. Findings

The researcher presented the data findings as a result of the research. This current study has two research questions. The first concerns the types of hedges and boosters the students employ. The second concerns the problems the students faced while using hedges and boosters in their theses.

##### 4.1.1. The Types of Hedges and Boosters

Based on the result of the document analysis, the researcher presented the following table:

##### 4.1.1.1 Types of Hedges

**Table 4.1.** Types of Hedges Used by Students

Types of Hedges	Students' Initial Name					
	IK	FDJ	MRH	FP	NZ	RAR
<b>Modal auxiliaries</b>	can, could, will,	can, could, will, would,	will, would, can, could, should, may	will, would, can, could,	will, would, can, could,	can, will, would

	would, should, may, might,	should, may, might,		should, may, might	should, may	
<b>Lexical verbs</b>	conclude, inferred, seem, assume, presume, suggest	conclude, seems, summarize, appear	summarize, conclude, inferred	appear, seem, conclude	seem, conclude	conclude, suggested
<b>Hedging adverbs</b>	generally, perhaps, usually, almost	perhaps, usually, generally, almost, commonly	mostly, usually, almost, likely, most of, commonly	slightly, generally, usually, mostly, almost	most of, almost, commonly	almost, usually,
<b>Hedging phrases</b>	researcher conclude, researcher assumes	the writer thinks, the author concludes	Indonesian people still think	researcher concludes, the researcher suggests	the researcher proposes	

Based on the table above, it was found that the students used almost all the types of hedges. Only one student did not use hedging phrases. Students demonstrated carefulness when presenting their position on a specific subject matter. This indicated their stated uncertainty regarding their stance on a particular topic. They attempted to use the term "probability" in their language. Bal-Gezegin & Baş (2020) highlighted the application of hedging, which indicated the author's decision to reduce total commitment to a statement. Therefore, the information is presented as opinion rather than proven fact. Furthermore, employing hedges as linguistic devices indicated that students had modesty rather than arrogance or were all-knowing. Numerous utterances of hedging devices were found in the students' theses as follows:

### 1. Modal Auxiliaries

Several modal auxiliaries were used by the students in their theses.

Data Excerpt 1:

*For other researcher who **will** conduct similar study in other song lyrics of their favorite musicians, other researcher **should** explore more about figurative language (NZ, Conclusion, Appx.2, Ln.12-14).*

The example above was taken from the conclusion section in NZ's thesis. It shows the auxiliary verb hedge modal from NZ. She used the word "will" to express her doubts in her argument. She conveyed that she didn't know who would want to research the same topic as her, but she hoped that other researchers would be interested in this research. Therefore, NZ suggested going deeper into the exploration of figurative language. This exploration is critical because figurative language, such as synecdoche, similes, metaphors, hyperbole, personification, and alliteration, adds depth and layers of meaning to the lyrics. Gaining insight into these aspects may bring out the emotional and thematic details of the songs, giving a more comprehensive opus. However, in this utterance, a form of hedging indicates uncertainty. The word "should" means she is unsure whether to use her suggestion. Another data related to the use of hedges can be found in the following excerpt data.

Data Excerpt 2:

*With this research, it is hoped that it can provide theoretical and practical benefits. In theory, it is hoped that this research **can** contribute to the development of the study of linguistics, especially functional systemic linguistics. As for practically, it is hoped that this research **can** provide benefits to others, especially readers, writers, and researchers (RAR, Introduction, Appx.2, Ln.3-7).*

The excerpt data above were taken from the introduction section of RAR's thesis. It shows hedges modal auxiliary verbs. The employ of "can" in RAR's statements when stating the significance of her research decreased the strength of her argument. Thus, the term "hedges" can prevent the assertion from being too exaggerated. The statement above demonstrates a form of uncertainty, which RAR softens her claim when she mentions her study has theoretical and practical benefits.

Data Excerpt 3:

*Figurative language **will** give more meaning to the words, beautify them, and emphasize their meaning (NZ, Introduction, Appx.2, Ln.3-4).*

The above sentence was taken from chapter one of NZ's thesis. NZ said that Figurative language will give more meaning. Given these factors, she employs the modal hedge "will" in order to disguise her assertions that have not yet happened in the future. She wrote this statement in chapter one. Hence, she has an assumption before conducting the research. The past form of "will" also can be found in the document excerpt below.

Data Excerpt 4:

*Sometimes, Indonesian people never pay attention to grammar when writing. English as a foreign language (EFL) Language development for learners **would** be severely limited without good grammar knowledge (MRH, Introduction, Appx.2, Ln.6-8).*

The data above is an example of MRH's utterance in his introduction section, expressing his view. Using the hedge "would" weakens his statement's commitment level. To be polite and gain acceptance, he modified the idea to accommodate the potential conflict between his statement and the interests of his readers. The readers also have different viewpoints. While acquiring an excellent grasp of grammar is undeniably crucial for EFL learners and can significantly improve their language proficiency, it is equally necessary to maintain a proper balance between grammar instruction and practicing actual language usage and communication abilities.

Data Excerpt 5:

*Students **may** take a long time to speak confidently their English often contains fewer errors and they will be proud of their speaking ability (IK, Literature Review, Appx.2, Ln.10-11).*

The utterance above is IK's opinion in his thesis with a literature review section. He used the form of hedges, or "may." It means there is a lack of confidence or doubt in her statement that Students may take a long time to speak confidently. However, we do not know the students' capability. In this world, many people have abilities above average, some are below average, some are mediocre, and some are

genius. IK's expression lacks strength due to its use of hedges. Consequently, he diminishes his assertion by demonstrating this type of uncertainty.

## 2. Lexical Verbs

Several lexical verbs were used by the students in their theses.

Data Excerpt 1:

*This deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing between errors that **seem** to cause miscommunication (MRH, Literature Review, Appx.1, Ln.15-17).*

The example above was gained from the literature review section. MRH used hedges, which used lexical verbs to reduce the strength of his proposition. The use of “seems” makes this hedges a form of doubt when expressing the cause of miscommunication. There are many causes of miscommunication; one possible cause is identifying errors. Hedges MRH expressed doubt in his proposition.

Data Excerpt 2:

*Based on the description above, researcher **assumes** that using problem-based learning in teaching speaking in the classroom was attractive the students' interest and increase their motivation to speak their idea (IK, Literature Review, Appx.2, Ln.12-14).*

The sentence above was obtained from IK's thesis of the literature review part. “The description above” refers to the explanation of problem-based learning. However, no expert supports the definition; it was just his opinion. Then, in his writing, he applied the lexical verb hedge verb "assume," which means expressing IK's personal doubts about his statement. This reveals that teaching speaking in class is uncertain to attract students' interest and increase their motivation to express their ideas.

Data Excerpt 3:

*From the explanation above, the researcher **concluded** that writing is a productive skill that expresses an idea in written form which involved the mastery of all elements in the target of language such as grammatical, content, organizations, vocabulary, punctuation,*



*spelling and mechanism* (FDJ, Literature Review, Appx.2, Ln.11-14).

The data above were taken from chapter two of FDJ's thesis. The author stated that she summarizes the descriptions of writing from several experts. In this way, she expresses her opinion based on several previous statements with a different conveyance without changing the meaning.

Data Excerpt 4:

*Proverbs are brief sentences that **appear** like something a few individuals have experienced and which provide counsel or criticism* (FP, Discussion, Appx.2, Ln. 19-20).

The sentence above was taken from chapter four of FP's thesis. The utilisation of the lexical verb "appear" in the sentence represents a tactic to minimize the probability of the claim being incorrect. The writer endeavours to convey his assertion with suitable diction by incorporating the verb within the phrase. The writer's use of the term "appear" suggests they doubt the argument's truthfulness.

Data Excerpt 5:

*It is also **suggested** to teacher to implement Problem-Based Learning not only in the classroom but also as the extracurricular activity for students to provide them more time to practice* (IK, Conclusion, Appx.2, Ln.35-37).

The excerpt data above were taken from IK's thesis in the conclusion section. According to his research findings, using Problem-Based Learning can enhance students' speaking abilities. The researcher proposed that the teacher might implement this method within the classroom and in activities beyond school. This technique aims to provide students with extra time to practice and engage in the content, thus improving their learning experience. The verb "suggest" denotes proposing something as a prospect or for probable action.

### 3. Hedging Adverbs

Several hedging adverbs were used by the students in their theses.

Data Excerpt 1:

*On that basis, there are two classes taken as the sample, namely class VIII A as the experimental class and VIII I Social as the control class. Researcher took VIII A and VIII I as the sample, because the students of each class **almost** had same ability in English proficiency (IK, Method, Appx.2, Ln.25-28).*

From the data above that was taken from IK's thesis of method section, IK stated that he took classes VIII A and VIII I as samples because students in each class "almost" had the same English language skills. The word "almost" in his words is a form of adverbial hedge, meaning he is still unsure. The word "almost" can be interpreted as meaning that class VIII A students have better English proficiency than class VIII I or vice versa.

Data Excerpt 2:

*Perhaps they do not know the correct verb tense changes they write in their writing and they are confused to incorporate them into the non-verbal or verbal sentences they write (FDJ, Introduction, Appx.2, Ln.6-8).*

The utterance above was gained from the first chapter of FDJ's thesis. Based on the writer's experience, the students had difficulty writing. They translate their ideas into Indonesian sentences word by word. Thus, the researcher had a negative perspective. The term "perhaps" can be considered a synonym for "possible". It reduces the power of the claim that the students do not know the correct verb tense changes. Hence, the utilisation of adverbial hedges within the argument weakens the stability of the proposition.

Data Excerpt 3:

*Documents are usually written materials related to something certain events or activities (RAR, Method, Appx.2, Ln.17-18).*

The data above were gained from chapter three of RAR's thesis. It refers to the manner or way that is most usual. As we know, generally, what form a document is like. "Usually" is a hedging adverb that signifies the appearance of something in a typical or general manner, implying that it happens for the most time. This indicates the activity or condition being described is common.

Data Excerpt 4:

*Based on the data from the previous chapter, there are four types of errors **commonly** made by students, namely Omission, Addition, Misordering, and Misformation (FDJ, Conclusion, Appx.2, Ln.19-21).*

The excerpt data above were taken from FDJ's thesis, especially in the conclusion section. The researcher delivered some grammatical errors in writing the recount text that some writers might encounter. She used "commonly" to indicate that something occurs frequently but not necessarily every time.

Data Excerpt 5:

*They are **generally** used in all types of language, informal and formal, spoken and written (FP, Literature Review, Appx.2, Ln.11-12).*

The statement above was gained from FP's thesis in the literature review part. He applied "generally" to describe that idiom, which most people use in every condition. "Generally" like "commonly" means something that is regularly or broadly utilized.

#### 4. Hedging Phrases

Several hedging phrases were used by the students in their theses.

Data Excerpt 1:

***The writer thinks** that the students' mistakes are caused by several factors; first, they translate their ideas in Indonesian sentences word by word into English sentences and this often makes their sentences read unusual and wrong in English (FDJ, Introduction, Appx.2, Ln.3-5).*

The statement above was taken from chapter one of FDJ's thesis. There were hedging phrases when she said: "the writer thinks that the students' mistakes are caused by several factors". FDJ's opinion showed a personal pronoun as "the writer+thinks" in the beginning sentence. She said that based on several cases she faced. The writer, FDJ, conveyed her doubt and used hedging phrases to describe her point of view.

#### 4.1.1.2 Types of Boosters

**Table 4.2.** Types of Boosters Used by Students

Types of Boosters	Students' Initial Name					
	IK	FDJ	MRH	FP	NZ	RAR
<b>Lexical verbs</b>	showed, found, indicated, defined, demonstrate	showed, find, found, devise, indicate	reveal, find, found, indicate, show, believe, produced	reveals, find, found, show, indicate	find, found, showed, display	find, found, show, realize,
<b>Boosting adverbs</b>	confidently, clearly, basically	definitely, actually	correctly, clearly, definitely, obviously, actually	absolutely, really, certainly, exactly, basically, clearly	exactly, basically, actually, obviously	actually
<b>Modal auxiliaries</b>	have to, must	must	must	must	must	
<b>Boosting adjectives</b>	certain, obvious, clear, confident, definite	certain, sure, proven	obvious, certain, actual	certain, clear	certain, true, actual	certain, clear
<b>Boosting noun</b>			evidence			
<b>Boosting phrases</b>			the fact	the fact		

As seen in the table above, it was found that the students used almost all the types of boosters. Only one student did not use modal auxiliaries. This indicated that participants appeared confident in their position on certain matters. Meanwhile, the data presented in the table indicates that the student-respondents commonly employ the word "certain" to express their unwavering belief in a specific point. The word "certain" describes something definite, fixed, or determined. Numerous utterances of boosting devices found in the students' theses as follows:

## 1. Lexical Verbs

Several lexical verbs were used by the students in their theses.

Data Excerpt 1:

*Another research conducted by Rusdiyanto (2018) he investigated An Analysis of Figurative Language Used by Adele And Taylor Swift's Selected Song. His findings **showed** that there is figurative language **found** in Adele and Taylor Swift song and what is the dominant form of figurative language used by both of them (NZ, Introduction, Appx.2, Ln.5-9).*

The data above were taken from the introduction section of NZ's thesis. Based on a previous study reviewed by the author, she obtained that Rusdiyanto's findings showed figurative language found in Adele and Taylor Swift's songs. The use "showed" means showing the research result. While "found" refers to what the researcher found in his research. The lexical verbs showed and found have similar meanings. The function of them in the sentence is to strengthen the writer's responsibility for the accuracy of the statement.

Data Excerpt 2:

*The study revealed that Obama is a good orator with high skills and an extraordinary way of thinking (RAR, Literature Review, Appx.2, Ln.13-14).*

The sentence above was taken from the second chapter of RAR's thesis. The researcher inferred the findings from the research conducted by Rohmawati (2016) that Obama is a skilled orator with excellent cognitive abilities and a remarkable way of thinking. She employed "revealed" to display the result to the readers, which was previously not evident or comprehended.

Data Excerpt 3:

*It **indicated** that most students still faced difficulties in speaking ability so that researcher decides to use Brown's (IK, Introduction, Appx.2, Ln.6-7).*

IK's sentence above is from the introduction part of his thesis. Based on his interview results, he obtained data that showed that his subjects scored under the Minimum Mastery Criteria (KKM). Thus, he used Brown's theory to improve students' scores. The writer used "indicated" to refer to the problem he researched, which is known and evident.

Data Excerpt 4:

*In light of diagram 3 above, the assertion **demonstrated** that students' speaking skills still in control class was lower (IK, Discussion, Appx.1, Ln.31-32).*

The assertions above were gained from the discussion section of IK's thesis. IK wanted to show his findings that diagram 3 refers to low pre-test scores of students' speaking skills. However, in the post-test, the students' speaking skills improved. As previous data about "indicate", the use of "indicate" and "demonstrate" has similarities. Both terms can entail presenting evidence or examples to boost a statement.

## 2. Boosting Adverbs

Several boosting adverbs were used by the students in their theses.

Data Excerpt 1:

*The previous studies mentioned above **definitely** have similarities and differences with this research (FDJ, Literature Review, Appx.2, Ln.15-16).*

FDJ's statement above from her literature review section showed that her study has similarities and differences with previous studies. Her preliminary research supports this utterance. It includes the term "definitely," which improves the reliability and certainty of the assertion. Employing "definitely" boosters may boost or intensify her assertion.

Data Excerpt 2:

*Students began sharing the feedback they received from small and large groups before speaking in large groups to help students improve their speaking skills. **Basically**, applying problem-based*

*learning (PBL) allows students to improve their speaking skills through PBL participation, performance, and projects (IK, Literature Review, Appx.2, Ln.19-22).*

The statements above were gained from the second chapter of IK's thesis. The researcher applied the above utterance in his classroom. He wanted to improve students' speaking skills using PBL as a previous study. Then, the term "basically" enhances his argument's politeness and clarity.

Data Excerpt 3:

*Based on the explanation above, the researcher is **really** eager to analyze the idiomatic expressions meaning found in Harry Potter and the Prisoner of Azkaban The Movie Script because there are so many idiomatic expressions are used in the movie which is very difficult to be understood (FP, Introduction, Appx.2, Ln.5-8).*

The data above were taken from the introduction part of FP's thesis. The researcher used a boosting adverb. The inclusion of a booster in the statement increases its strength and sturdiness. FP said that to analyze the idiomatic expressions in the introduction chapter. Subsequently, he used the booster "really" in his statement. Without a booster in his message, the perceived power will be weakened. Therefore, its booster device convinces FP's statement.

Data Excerpt 4:

***Absolutely**, each idiom that appears in the dialogue of movie has a certain meaning (FP, Introduction, Appx.2, Ln.3-4).*

FP's sentence above was taken from his thesis in the introduction section. It means that an idiom has a meanings and different meaning of word by word. "Absolutely" implies a statement that is absolute with a high degree of certainty.

### **3. Modal Auxiliaries**

The modal auxiliaries were commonly used by the students in their theses.



Data Excerpt 1:

*Writing is one of four skills that **must** be mastered by the students. It is an active skill because in order to construct a good paragraph, the students must be involved personally* (MRH, Introduction, Appx.2, Ln.3-5).

Based on the data taken from the first chapter of MRH's thesis, if we are English learners, we must master the four English skills. Namely speaking, listening, reading, and writing. The researcher used "must" to strengthen his claim. It means there is an obligation that we have to fulfill. Boosting modals "must" and "have to" are the same.

#### 4. Boosting Adjectives

Several boosting adjectives were used by the students in their theses.

Data Excerpt 1:

*It is **obvious** that in order to be able to speak a foreign language, it is necessary to know a **certain** amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules combine them to form new sentences* (IK, Literature Review, Appx.2, Ln.15-18).

The data above were taken from the literature review section of IK's thesis. In his utterance, he used the boosting adjectives twice. "Obvious" and "certain". It appears he intended to assert that to acquire the ability to communicate in a foreign language, you must be skilled in grammar and vocabulary, owing to they are included in the element of speaking. It is the fact that, presumably, the writer believes in it.

Data Excerpt 2:

*The conclusions were made **clear** to make it easier for the reader to know the result of the judgment* (FP, Method, Appx.2, Ln.15-16).

The excerpt data above were taken from FP's thesis in the method section. This suggests that the author made intentional efforts to ensure that the findings

were clear and unambiguous. The use of the boosting adjective "clear" demonstrates a greater level of confidence and commitment.

## 5. Boosting Nouns

The boosting noun was used by the student in his thesis.

Data Excerpt 1:

*Omission happen when there is an **evidence** that grammatical morphemes (e.g. noun and verb inflections, articles, repositions) are omitted more often than content morphemes which carry the meaning* (MRH, Discussion, Appx.2, Ln.20-22).

This statement is from the discussion section of MRH's thesis. It is beyond doubt due to the existence of "evidence". The term "evidence" pertains to the observable data demonstrating the frequent omission of grammatical morphemes. The data found by the researcher that there are 12 errors of omission in writing descriptive paragraphs.

## 6. Boosting Phrases

The boosting phrases were commonly used by the students in their theses.

Data Excerpt 1:

*Considering **the fact** after observing in MTS Maarif NU 14 Sidorejo that there are still many errors committed by the students in writing skills, the researcher is interested in researching "Errors Analysis of Students Writing Descriptive Texts at MTS Ma'arif NU 14 Sidorejo"* (MRH, Introduction, Appx.2, Ln.9-12).

The sentence above was obtained from the introduction part of MRH's thesis. It was applied "the fact," so the researcher did not doubt to conduct the research. He found several issues when observed. "The fact" highlighted in the study is that despite observations at MTS Ma'arif NU 14 Sidorejo, students still make many writing skills errors.

In summary, concerning the first research question, the students employed both hedges and boosters to convey both doubt and conviction in their theses. Hedges are employed to express modesty and a sense of uncertainty, whereas

boosters are used to convey confidence and certainty. An analysis of the hedges and boosters employed by the student would provide valuable information regarding their level of confidence and certainty in their study findings. There were four types of hedges and six types of boosters. Those were modal auxiliaries, lexical verbs, hedging adverbs, and hedging phrases. For boosters, those were lexical verbs, boosting adverbs, modal auxiliaries, boosting adjectives, boosting nouns, and boosting phrases. Moreover, modal hedges are the most prevalent used by EFL students.

#### **4.1.2 The Problems in Using of Hedges and Boosters**

The researcher used interview techniques to collect the data for the second research question. The interviews were conducted from March 10, 2024, to May 23, 2024. The researcher needs a long time to conduct interviews because the respondents are alumni. Thus, the researcher adjusts their leisure. All participants encountered various obstacles when employing hedges and boosters in the composition of their theses, as indicated by the interview results. Based on the interview results, several problems are seen as follows:

##### **1. Limited knowledge**

The researcher found data on EFL students' problems regarding limited knowledge. Five respondents, FP, FDJ, NZ, RAR, and IK, do not know the hedges and boosters strategy.

Data excerpt 1:

*Sure. In my opinion, knowledge is fundamental and necessary when we apply something. Limited knowledge can be the main factor in the challenges (NZ, Appx.3, Ln.36-37).*

The interview transcription above explained that limited knowledge means having a constrained or inadequate understanding of a specific subject, indicating that when we utilize a strategy or technique, we must know about it. This is a basic need for us. Then, we are able to apply it easily.

## 2. Improper grammar and sentence structure

The challenge in academic writing, which often requires the skilful balancing of hedges and boosters, was a common struggle shared by three participants: NZ, FDJ, and RAR. These individuals openly acknowledged their difficulties with grammar skills, especially in structuring sentences that sound academically appropriate.

Data excerpt 2:

*Actually, I do not know how to organize words. I have low grammar skills. Particularly when arranging sentences, and I was doubtful about expressing my opinion (FDJ, Appx.3, Ln.28-30).*

This excerpt data described that using grammar is crucial when constructing sentences, not only for implementing hedging and boosting that should use modal auxiliaries, verbs, adverbs, or adjectives correctly. Maintaining proper grammar implies that communication is clear and precise.

## 3. Lack of confidence

The next challenge is a lack of confidence. The researcher found that NZ, FDJ, and FP have low confidence in what they wrote in their theses.

Data excerpt 3:

*I am confident with my thesis, but I am not really confident because there are many things. I have not understood until now (NZ, Appx.3, Ln.45-46).*

According to the interview result above, NZ has a strong sense of conviction. However, there remain other aspects or particulars she still needs to grasp comprehensively. This is a prevalent opinion experienced while doing the final task, like a thesis.

Another EFL student also shared a different reason. She said:

*Yes, I am afraid that what I wrote is wrong. Because if we have our own opinion, the examiner will continue to ask us during the exam (FDJ, Appx.3, Ln.42-43).*

In the transcription above, the respondents have low trust in their writing. The uncertainty involves all the aspects. Especially using hedges and boosters related to certainty level. When conveying ideas in writing, we must be confident of our state.

#### 4. Low constructing phrase

A notable issue brought up involves the difficulty in constructing phrases. FDJ, NZ, and RAR face this problem. Constructing phrases, as described, entails arranging a well-structured sentence that conveys the intended meaning.

Data excerpt 4:

*Yes. Constructing phrases means arranging a good sentence. It makes me think more (NZ, Appx.3, Ln.50-51).*

The data above explained that constructing phrases is challenging for hedging and boosting. The arrangement of phrases can create ambiguous words and lead to misinterpretation.

This interviewee's problem was supported by another interviewee, who said:

*Yes. As I said before, I have difficulty using hedges and boosters, especially in phrases. This relates to my research topic because the novel has many phrases (RAR, Appx.3, Ln.49-50).*

In the statement above, the researcher stated that when she was investigating the phrases in the novel, the researcher may have faced uncertainty over the appropriate usage of hedges to convey unsure interpretations and boosters to emphasize precise findings.

#### 5. Insufficient experience

Data excerpt 5:

*I do not have any other writing experience besides a thesis. I was studying while working. So, this is the main factor in me being lazy and inactive from various activities on campus (FP, Appx.3, Ln.47-49).*

The data above explained that three out of six students have no experience writing anything besides a thesis. In contrast, three other students have written articles to be published. Despite this, writing experiences such as textbooks, research papers, and essays significantly influence the use of writing strategies.

#### 6. Overused

All the participants' over-employment of hedges and boosters can be attributed to their insufficient understanding of this strategy. This recurrent reliance on hedging and boosting mechanisms in the articulation of viewpoints without a nuanced comprehension of strategies to mitigate their overuse.

Data excerpt 6:

*I think if we always use hedges and boosters in every opinion and do not know how to avoid them, we will end up with an overused strategy (FP, Appx.3, Ln.53-54).*

Overused hedges and boosters by students can create an impression of uncertainty and can reduce credibility or be exaggerated in their writing.

#### 7. Inadequate vocabulary

Data excerpt 7:

*In my opinion, limited vocabulary is the key from all challenges because a lack of vocabulary can affect our ability to state our feelings and compose sentences (IK, Appx.3, Ln.57-58).*

Concerning the next challenge, the data above was gained from the student. It was inadequate vocabulary. This is a new challenge that has appeared and is experienced by students. This issue is not mentioned in Chapter Two. Limited vocabulary likes limited expression. Learners who lack an extensive vocabulary may struggle to express their ideas and opinions.

#### 8. Misplaced

The researcher found a novel challenge originating from the student's experience.

Data excerpt 8:

*The difficulty that I may face in using hedges and boosters is that in writing articles that I have written, several times errors occurred in a placement where hedges and boosters were placed in one sentence so that the sentence, which should be a fact or convincing statement was broken which made the writing strange or less precise. I think there are sentences in my thesis that are ambiguous (RAR, Appx.3, Ln.65-69).*

RAR conveyed the data above regarding another problem when we used hedges and boosters. She said that because she thought she faced it when writing her thesis. Misplacing these items can alter the intended of the message. The improper arranging of these sentences has led to a loss of factual accuracy or convincing power, decreasing overall clarity.

Then, to support RAR's statement, the researcher found misplaced hedges and boosters in her thesis.

*Satisfaction is an emotion that is usually felt after fulfilling a certain want or need (RAR, Appx.2, Ln.10-12).*

To enhance conciseness without sacrificing meaning, the phrase "a certain want or need" might be condensed to "a want or need".

To summarise, with regard to the second research question, participants encountered various difficulties while employing hedges and boosters, such as a lack of knowledge, incorrect grammar, low confidence, low constructing phrasing, insufficient practice, overused strategy, inadequate vocabulary, and misplaced usage. Unfortunately, lack of knowledge is the most challenging for EFL students due to knowing hedges and boosters earlier.

## **4.2 Discussion**

Hedges and boosters are communicative tools used to decrease or increase the intensity of a statement. It represents incredible significance in the enhancement of learners' writing skills. According to Sánchez-Jiménez (2022), authors strategically utilize hedges and boosters to indicate their position regarding the ideas offered in the sources. This study focuses on finding the types and the problems of hedges and boosters used in the theses.



In accordance with the findings, some aspects can be discussed. The first research question concerns the types of hedges and boosters the students employ, which follow Bal-Gezegin & Baş' (2020) theory that was adopted from Dafouz-Milne (2008) and Hyland (2019). The researcher solely focused on the exploration of types and the prevalence of hedges and boosters. There were four types of hedges and six types of boosters. Those were modal auxiliaries, lexical verbs, hedging adverbs, and hedging phrases. For boosters, those are lexical verbs, boosting adverbs, modal auxiliaries, boosting adjectives, boosting nouns, and boosting phrases. The findings of the current study are different from those of other studies.

In comparison, a study by Triyoko et al., (2021) revealed five types of hedges and boosters in Indonesian scientific articles. They were in the verb of hedges, the adverb of hedges, the adjective of hedges, the modality of hedges, and the phatic of hedges. For boosters, They were in the verb of boosters, the adverb of boosters, the adjective of boosters, the modality of boosters, and the phatic of boosters. They classified phatic expressions are a category not previously addressed in this research. The addition of phatic expressions may highlight a cultural nuance in Indonesian scientific articles, emphasizing the significance of the sentence predicate and reinforcing the author's confidence in the proposition being made.

In addition, a study by Ardhiyanti et al., (2023) focused on articles by students at PGRI Adi Buana University Surabaya, narrows down the types of hedges and boosters to three categories each (modal, verbs, and adverbs), pointing towards a potentially simplified or more focused use of these linguistic strategies. Meanwhile, Oktay (2020) investigated the traditional Turkish advice texts notably expanded the typology of hedges to include seven types, introducing categories such as epistemic hedges, lexical hedges, possibility hedges, downtoners, assertive pronouns, adverbs, and self-mention. While only two types of boosters (amplifiers and emphatics) were identified. This difference delineates the contextual adaptation of hedges and boosters, indicating that their employment is not only defined by the scholarly or cultural backdrop but also by the genre.

Lastly, a study by Taymaz (2021) revealed five types of hedges and boosters. They are epistemic modal verbs, lexical verbs, adverbs, adjectives, and

epistemic nouns reinforcing the epistemic dimension as a critical aspect of scholarly stance-taking. In essence, the comparison across these studies contributes to a deeper understanding of how hedges and boosters are navigated in academic discourse. Thus, the multifaceted nature of academic writing, where disciplinary conventions, cultural expectations, and genre-specific norms influence the choice and use of hedges and boosters. It showcases the rich tapestry of linguistic practice in academic discourse, emphasizing the importance of the expression of certainty. They highlighted the imperative for students and scholars alike to cultivate a nuanced comprehension of these linguistic strategies to bolster their writing and navigate the intricate dynamics of academic communication effectively.

In brief, the current study identified two novel categories of boosters, specifically boosting nouns and boosting phrases. This result is derived from plenty of evidence. Firstly, this study employed a more comprehensive analysis and investigation of an expanded range of linguistic components compared to previous research. Secondly, this study placed greater emphasis on the use and purpose of words and phrases contrary to following strictly traditional grammatical classifications. Lastly, the researcher analyzed a distinct genre of text or context that diverges from Bal-Gezegin & Baş' (2020) theory, which explicitly utilizes various forms of improvement.

The second research question pertains to the problems the students faced while using hedges and boosters in their theses. Based on this research's findings, especially in interview results, eight issues come up when EFL students use hedges and boosters, namely limited knowledge, improper grammar, lack of confidence, low constructing phrases, insufficient experience, overuse, inadequate vocabulary, and misplaced. The most dominant challenge that students face is limited knowledge. It aligns with a study by (Wang & Xie, 2022) found that students have limited knowledge and less strategy in writing. In fact, only one in six EFL students recognize this strategy. The students confessed they did not get this material and lacked reading of literature. Accordingly, they hope that the hedges and boosters strategy can be conveyed in academic writing subjects, especially in the first semester, so that they have basic skills to employ in their writing.

On the other side, the current study's findings differ from those of previous studies. The preliminary research findings found that students lack experience and confidence (Mifdal & Lewis, 2023; Qiu & Ma, 2019). They do not specifically examine the challenges faced directly by students; they only examine global coherence as a shared problem. The next issue related to improper grammar study conducted by (Hafner & Wang, 2018). Based on their finding, they suggested that students consider writing with the proper use of boosters and academic style to be among the most challenging demands. Basically, grammatical errors occur because when writers do not use appropriate grammar, they are able to apply hedges and boosters correctly in the appropriate context. Proper grammar is essential for the practical application of hedges and boosters. It is in line with the findings of this present study that almost all participants had difficulties using appropriate grammar.

Likewise, this study aligns with Smirnova & Strinyuk (2020) that some students use hedges excessively and find it difficult to compose phrases. Overusing hedges can give the impression that your writing lacks strength or confidence, whereas overusing boosters can make it appear highly strong. The use of nuanced language, including hedging, seems to pose significant difficulty for learners. Often, students employ hedging mechanisms in their expressions that are not typically found in academic English. Whereas, the constructing phrases, including hedging, seems to pose significant difficulty for learners. Often, students employ hedging mechanisms in their expressions that are not typically found in academic English.

Therefore, excellent writing must maintain a balance when using hedges and boosters. This current research proved that hedges are used more than boosters. This is supported by the findings by Oktay (2020), which showed that Turkish writers applied more hedges than boosters. In contrast, a study by J. Wang & Zeng (2021) revealed that Chinese PhD students and journal article writers used more boosters than hedges. Lastly, the students also discovered problems regarding limited vocabulary. Adequate vocabulary is the primary obligation to develop various skills in different fields.

Apart from the similarities and differences, this study also has some uniqueness related to the use of hedges and boosters, as followed by Bal-Gezegin & Baş' (2020). Firstly, the researcher discovered two novel categories of boosters. Specifically, boosting nouns and boosting phrases. Secondly, this research has identified problems with inadequate vocabulary and misplaced difficulties among participants, distinguishing it from previous studies that did not find this issue. The author was unaware of the incorrect misplacement of hedges and boosters. Hence, this study provides some challenges students can avoid to improve their academic writing abilities to gain deeper comprehension. Lastly, there is no specific research regarding the problems faced directly by the authors in using hedges and boosters.

In addition, the interview results pointed out that using hedges and boosters is crucial to help the students understand how hedges and boosters can be used for expressing claims or arguments in academic writing. Therefore, the present study has significant implications that consist of two essential aspects: theoretical and practical. Theoretically, this study is intended to give contribution to the enrichment body of knowledge related to increasing the students' awareness of using hedges and boosters in writing a thesis.

Then, practically, this study contributes to the students' or writers' ability to enhance their readiness for future writing by utilizing a balanced strength and weaknesses in their statements. Supported by the argument of Wang & Xie (2022) in the writing classroom, writing educators have a shared responsibility to assist students in addressing the challenges and difficulties they struggle with in their writing process.

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter aims to describe the conclusion of the research. In addition, the researcher would like to provide suggestions to the students, lecturers, and further researchers regarding the use of hedges and boosters.

## **5.1. Conclusion**

Based on the results of this study, it can be concluded that the current study provides a nuanced understanding of the types and prevalence of hedges and boosters employed by students, aligning with Bal-Gezegin & Baş' (2020) theory and incorporating elements from Dafouz-Milne (2008) and Hyland (2019). The study identified four types of hedges: modal auxiliaries, lexical verbs, hedging adverbs, and hedging phrases, and six types of boosters: lexical verbs, boosting adverbs, modal auxiliaries, boosting adjectives, boosting nouns, and boosting phrases.

Moreover, several challenges hindered the EFL students when applying hedges and boosters. They included the learner's limited knowledge, improper grammar, lack of confidence, constructing phrases, insufficient experience, overuse, inadequate vocabulary, and misplaced. Therefore, by increasing students' understanding of proper use, frequent practice of its application, and help and guidance from lecturers, those issues can be resolved.

In short, this research enhances our overall comprehension of the nuances of academic communication. It emphasizes the importance of students and researchers gaining a thorough understanding of hedges and boosters, adjusted to their specific cultural and disciplinary environments, in order to navigate academic communication properly.

## **5.2. Suggestions**

Based on the conclusion above that this current study is beneficial, some suggestions are intended for the students, the lecturer, and the other researcher:

### **1. For the students**

The researcher hopes that students will increase their awareness of the importance of using hedges and boosters in their writing. Thus, writers will be more responsible for what they convey in academic writing.

### **2. For the lecturers**

The study will be expected to be an additional resource for English lecturers. Furthermore, lecturers hope to explain this strategy from the beginning of the

learning process to equip their students with the materials they need to enhance their written communication abilities.

3. For the other researcher

It is suggested to explore how hedging and boosting are addressed in other fields for future research due to this study only focused on the EFL students of the English Education Department at UNU Lampung. Thereby, analyzing the application of hedges and boosters among English and non-English students, we may gain insights into the distinctions and similarities.



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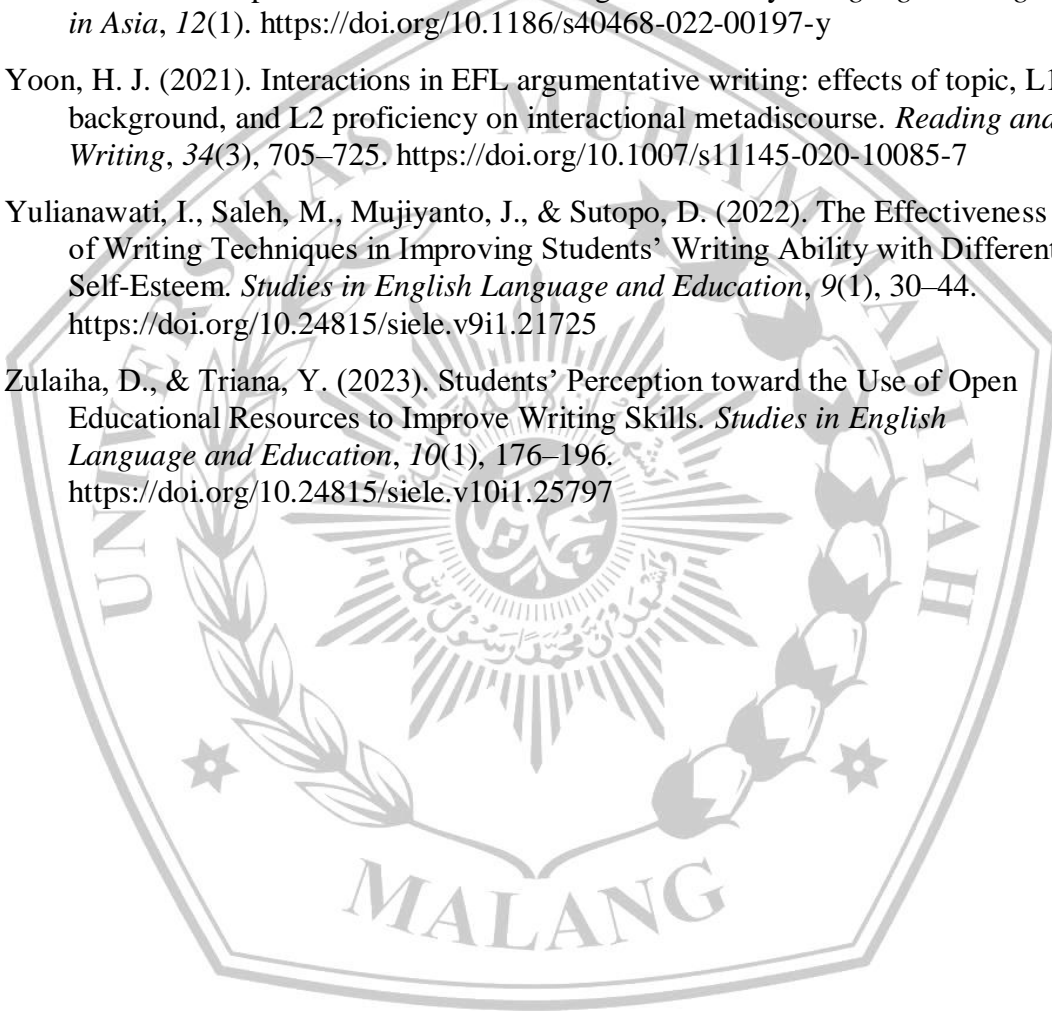


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## APPENDICES

### Appendix 1 Document checklists

#### Hedges Used in EFL students' Thesis

Thesis no: 1 (IK)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries	can	should, will, can	can, could, should, will, may	can, might, will, would	may, might, could	can, should
Lexical Verbs	conclude	conclude	conclude, inferred, seems, assume		presumed, inferred	conclude, suggest
Hedging Adverbs			generally, perhaps, usually	almost		
Hedging Phrases		researcher conclude, researcher assumes				

Adapted from (Varsanis, 2020)

#### Boosters Used in EFL students' Thesis

Thesis no: 1 (IK)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs	showed,	found, showed, indicated	defined, demonstrate, show, found	show	demonstrated, show, found, indicated	found
Boosting Adverbs			confidently, clearly, basically			
Modal Auxiliaries		must	have to, must			
Boosting Adjectives			certain, obvious, clear, confident	certain	definite	

Adapted from (Varsanis, 2020)

### Hedges Used in EFL students' Thesis

Thesis no: 2 (FDJ)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries	can	can, could, will	can, might, will, would, should	will, would, can, may	can, could, should, might	would, can
Lexical Verbs	conclude	conclude	seems, conclude, summarize	conclude	conclude, appear	
Hedging Adverbs		perhaps, usually	usually, generally, almost,			commonly
Hedging Phrases		the writer thinks	the author concludes			

Adapted from (Varsanis, 2020)

### Boosters Used in EFL students' Thesis

Thesis no: 2 (FDJ)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs	showed	find, found	indicate, find		found, show	show
Boosting Adverbs			definitely, actually			
Modal Auxiliaries		must	must			
Boosting Adjectives		certain		sure, proven		
Boosting Noun						

Adapted from (Varsanis, 2020)

### Hedges Used in EFL students' Thesis

Thesis no: 3 (MRH)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries	will, can	should, will, would, can, could	can, will, should, may	can, could, will	would, can, could, should, may	can, should
Lexical Verbs	summarized		conclude, inferred,		conclude	
Hedging Adverbs		mostly	usually		almost, likely, most of	commonly
Hedging Phrases		Indonesian people still think, from the explanation	from the explanation			

Adapted from (Varsanis, 2020)

### Boosters Used in EFL students' Thesis

Thesis no: 3 (MRH)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs	produced	find, show, reveal, believe	reveal, find, found, indicate, show, produced	find, show	find, found, indicate, showed	
Boosting Adverbs		correctly, clearly	definitely, obviously, actually			
Modal Auxiliaries		must	must		must	
Boosting Adjectives			obvious, certain,	actual		
Boosting Noun					Evidence	
Boosting phrases		the fact	the fact			

Adapted from (Varsanis, 2020)

### Hedges Used in EFL students' Thesis

Thesis no: 4 (FP)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries	will,	can, may, might, will, would	can, will, should, may, might	can, will	will, would, can, could, should	will
Lexical Verbs		appear, seems	conclude	conclude	appear	
Hedging Adverbs		slightly	generally, usually		mostly, generally, almost	
Hedging Phrases				researcher concludes		the researcher suggests

Adapted from (Varsanis, 2020)

### Boosters Used in EFL students' Thesis

Thesis no: 4 (FP)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs	find, found	indicate, found	reveals, find, found, show	find, found	found, show	found
Boosting Adverbs		absolutely, really, certainly, exactly	really	basically	clearly	
Modal Auxiliaries		must	must		must	
Boosting Adjectives		certain	certain	clear		certain
Boosting Phrases			the fact			

Adapted from (Varsanis, 2020)



### Hedges Used in EFL students' Thesis

Thesis no: 5 (NZ)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries		can, will, would	can, could, will, may	can, will	will, would, can, could, may	should, will
Lexical Verbs			seem			concluded
Hedging Adverbs		most of	Almost, commonly		almost	
Hedging Phrases						the researcher proposes

Adapted from (Varsanis, 2020)

### Boosters Used in EFL students' Thesis

Thesis no: 5 (NZ)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs			find, show	find, found, showed	found, show, display	
Boosting Adverbs		basically	exactly, basically, actually		obviously, actually	
Modal Auxiliaries		must	must			
Boosting Adjectives			certain, true		actual	

Adapted from (Varsanis, 2020)

### Hedges Used in EFL students' Thesis

Thesis no: 6 (RAR)

Types of Hedges	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Modal Auxiliaries	can	can	can, would	can,	can, will	can
Lexical Verbs		concluded	concluded	summarize		suggested
Hedging Adverbs			usually, almost	usually	usually,	
Hedging Phrases						

Adapted from (Varsanis, 2020)

### Boosters Used in EFL students' Thesis

Thesis no: 6 (RAR)

Types of Boosters	Parts of Thesis					
	Abstract	Introduction	Literature Review	Method	Discussion	Conclusion
Lexical Verbs	found	find,	show, found	find, realize,	show	show
Boosting Adverbs		actually			actually	
Modal Auxiliaries						
Boosting Adjectives				certain	certain	clear

Adapted from (Varsanis, 2020)

1 **Appendix 2**

2 **The data of students' theses**

3

4 **The data of IK's thesis**

5 **Introduction**

6 It indicated that most students still faced difficulties in speaking  
7 ability so that researcher decides to use Brown's.

8

9 **Literature Review**

10 Students may take a long time to speak confidently their English often  
11 contains fewer errors and they will be proud of their speaking ability.

12 Based on the description above, researcher assumes that using problem-  
13 based learning in teaching speaking in the classroom was attractive the students  
14 'interest and increase their motivation to speak their idea.

15 It is obvious that in order to be able to speak a foreign language, it is  
16 necessary to know a certain amount of grammar and vocabulary. Grammar is the  
17 sounds and the sound patterns, the basic units of meaning, such as words, and the  
18 rules combine them to form new sentences.

19 Students began sharing the feedback they received from small and large  
20 groups before speaking in large groups to help students improve their speaking skills.  
21 Basically, applying problem-based learning (PBL) allows students to improve their  
22 speaking skills through PBL participation, performance, and projects.

23

24 **Method**

25 On that basis, there are two classes taken as the sample, namely class VIII  
26 A as the experimental class and VIII I Social as the control class. Researcher took  
27 VIII A and VIII I as the sample, because the students of each class almost had same  
28 ability in English proficiency.

29

30 **Findings and Discussion**

31 In light of diagram 3 above, the assertion demonstrated that students'  
32 speaking skills still in control class was lower.

33

34 **Conclusion**

35 It is also suggested to teacher to implement Problem-Based Learning not  
36 only in the classroom but also as the extracurricular activity for students to provide  
37 them more time to practice.

38

1 **The data of FDJ's thesis**

2 **Introduction**

3 The writer thinks that the students' mistakes are caused by several factors;  
4 first, they translate their ideas in Indonesian sentences word by word into English  
5 sentences and this often makes their sentences read unusual and wrong in English.

6 Perhaps they do not know the correct verb tense changes they write in their  
7 writing and they are confused to incorporate them into the non-verbal or verbal  
8 sentences they write.

9  
10 **Literature Review**

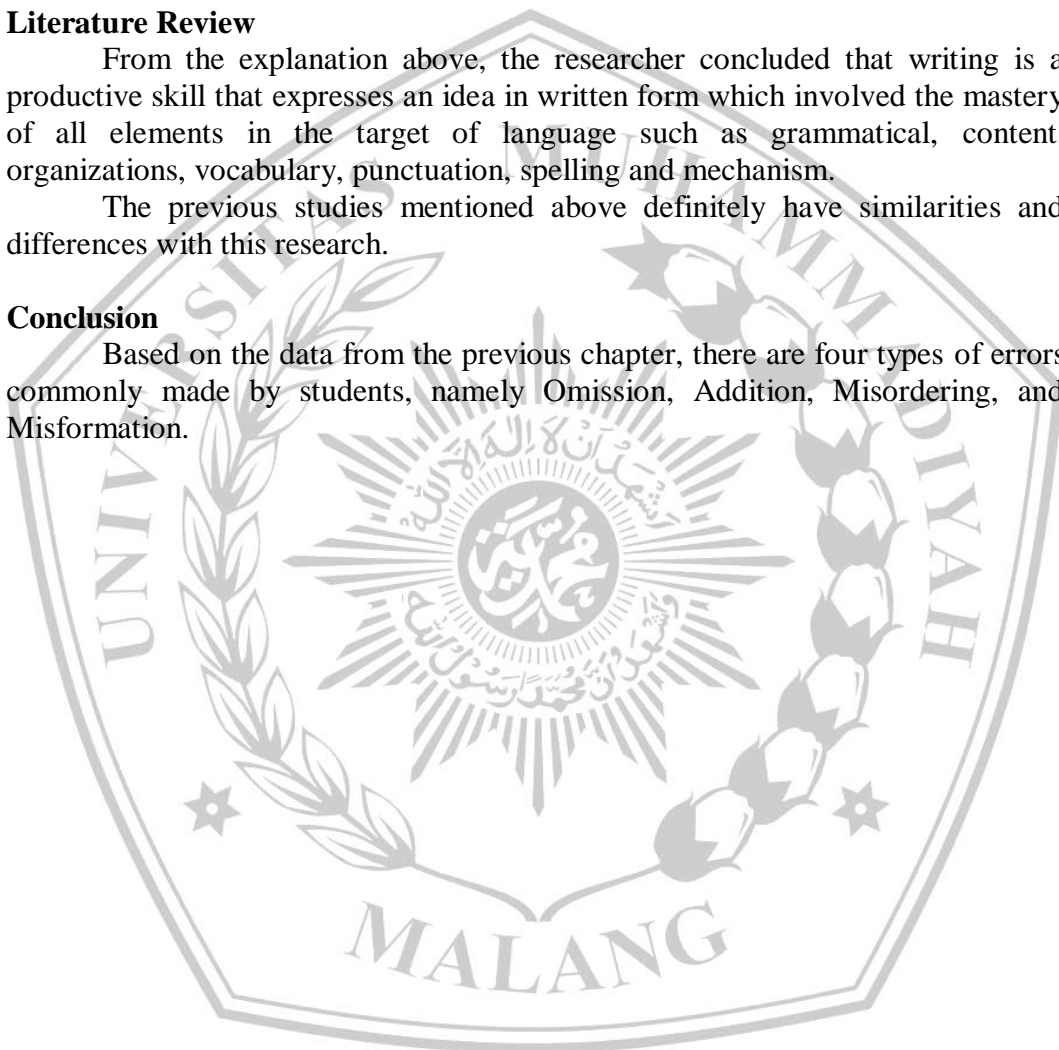
11 From the explanation above, the researcher concluded that writing is a  
12 productive skill that expresses an idea in written form which involved the mastery  
13 of all elements in the target of language such as grammatical, content,  
14 organizations, vocabulary, punctuation, spelling and mechanism.

15 The previous studies mentioned above definitely have similarities and  
16 differences with this research.

17  
18 **Conclusion**

19 Based on the data from the previous chapter, there are four types of errors  
20 commonly made by students, namely Omission, Addition, Misordering, and  
21 Misformation.

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1 **The data of NZ's thesis**

2 **Introduction**

3         Figurative language will give more meaning to the words, beautify them,  
4 and emphasize their meaning.

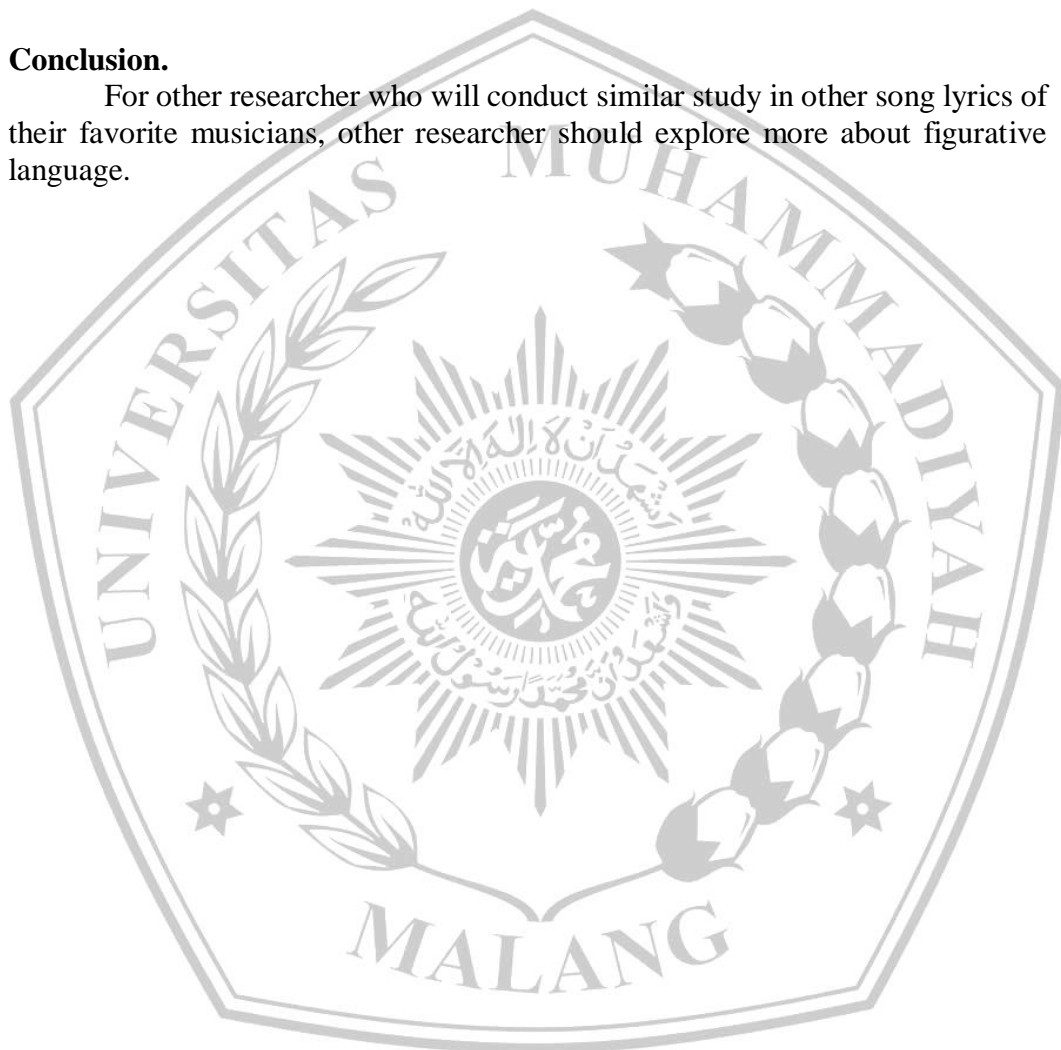
5         Another research conducted by Rusdiyanto (2018) he investigated An  
6 Analysis of Figurative Language Used by Adele and Taylor Swift's Selected Song.  
7 His findings showed that there is figurative language found in Adele and Taylor  
8 Swift song and what is the dominant form of figurative language used by both of  
9 them.

10

11 **Conclusion.**

12         For other researcher who will conduct similar study in other song lyrics of  
13 their favorite musicians, other researcher should explore more about figurative  
14 language.

15



1 **The data of MRH's thesis**

2 **Introduction**

3 Writing is one of four skills that must be mastered by the students. It is an  
4 active skill because in order to construct a good paragraph, the students must be  
5 involved personally.

6 Sometimes, Indonesian people never pay attention to grammar when  
7 writing. English as a foreign language (EFL) Language development for learners  
8 would be severely limited without good grammar knowledge.

9 Considering the fact after observing in MTS Maarif NU 14 Sidorejo that  
10 there are still many errors committed by the students in writing skills, the researcher  
11 is interested in researching "Errors Analysis of Students Writing Descriptive Texts  
12 at MTS Ma'arif NU 14 Sidorejo".

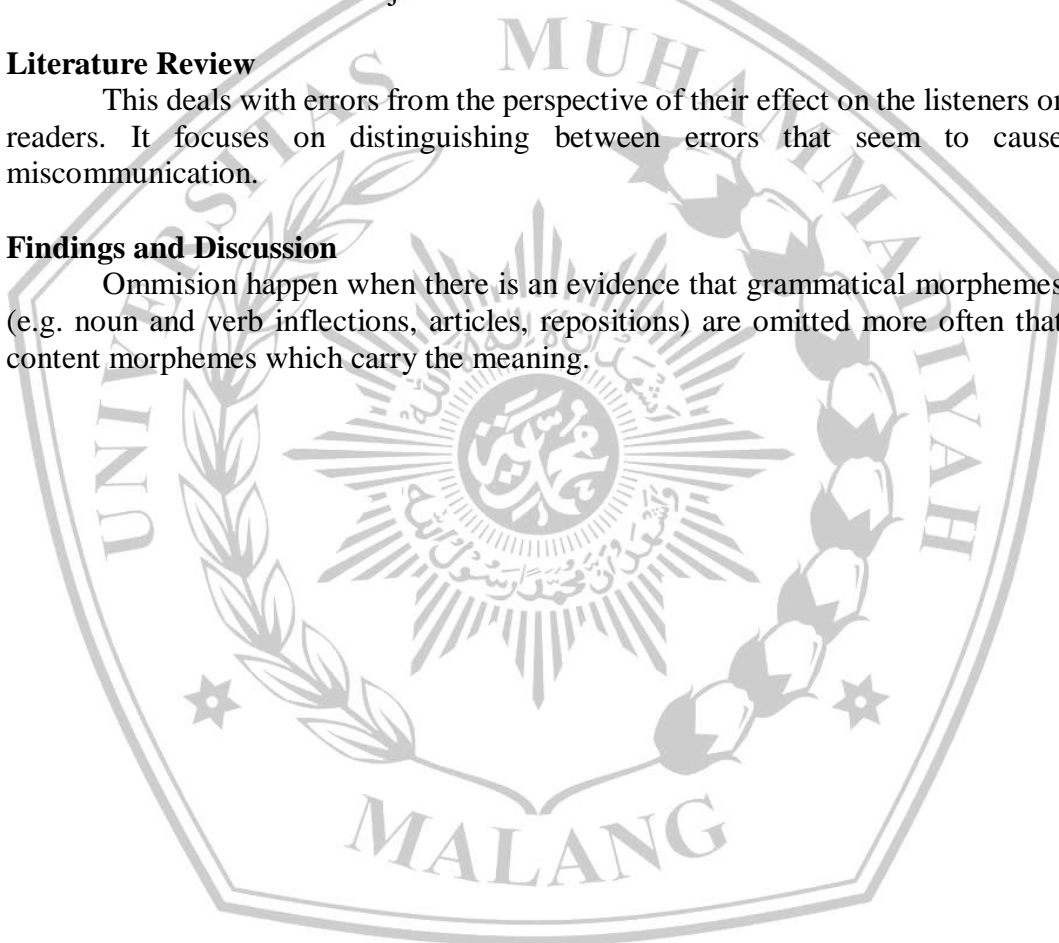
13  
14 **Literature Review**

15 This deals with errors from the perspective of their effect on the listeners or  
16 readers. It focuses on distinguishing between errors that seem to cause  
17 miscommunication.

18  
19 **Findings and Discussion**

20 Ommision happen when there is an evidence that grammatical morphemes  
21 (e.g. noun and verb inflections, articles, repositions) are omitted more often than  
22 content morphemes which carry the meaning.

23



1 **The data of RAR's thesis**

2 **Introduction**

3 With this research, it is hoped that it can provide theoretical and practical  
4 benefits. In theory, it is hoped that this research can contribute to the development  
5 of the study of linguistics, especially functional systemic linguistics. As for  
6 practically, it is hoped that this research can provide benefits to others, especially  
7 readers, writers, and researchers.

8

9 **Literature Review**

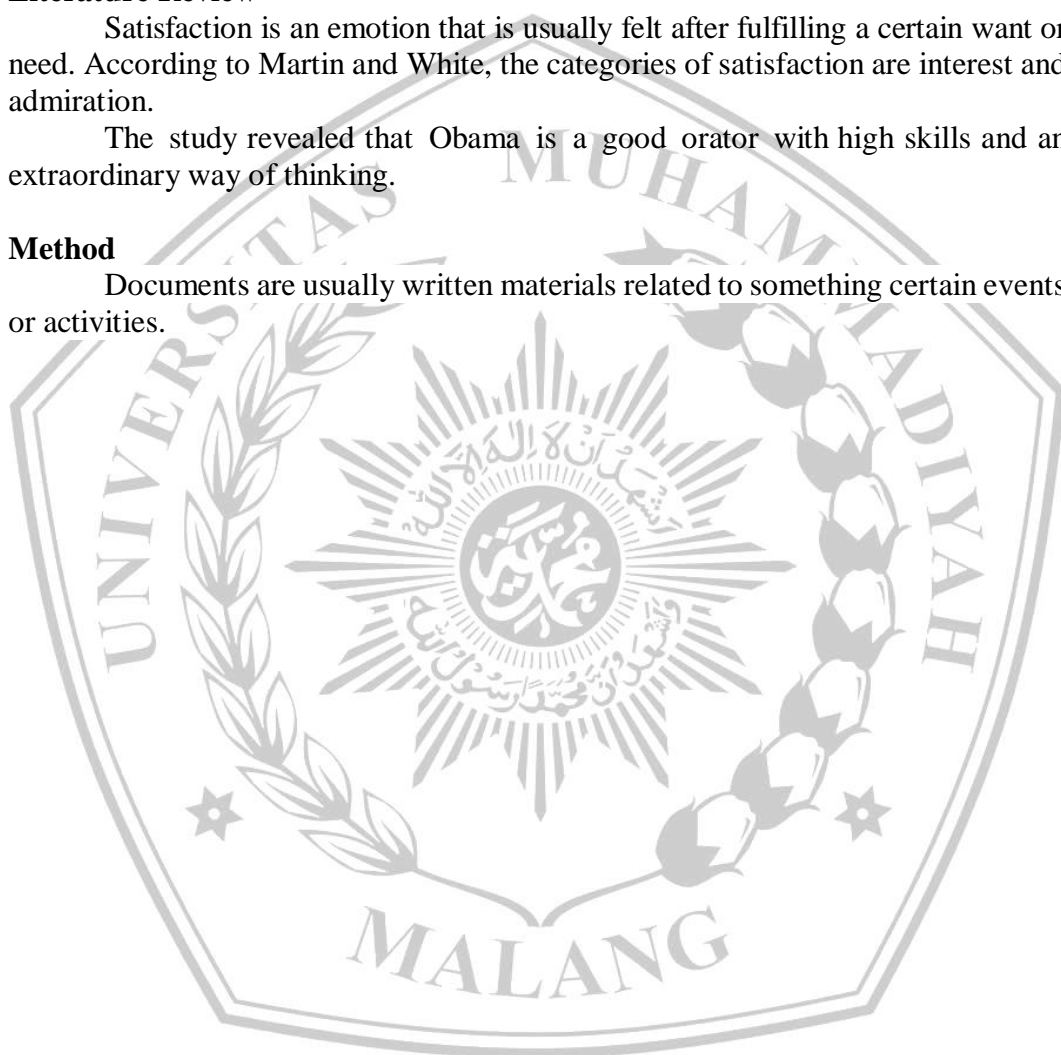
10 Satisfaction is an emotion that is usually felt after fulfilling a certain want or  
11 need. According to Martin and White, the categories of satisfaction are interest and  
12 admiration.

13 The study revealed that Obama is a good orator with high skills and an  
14 extraordinary way of thinking.

15

16 **Method**

17 Documents are usually written materials related to something certain events  
18 or activities.



1 **The data of FP's thesis**

2 **Introduction**

3 Absolutely, each idiom that appears in the dialogue of movie has a certain  
4 meaning.

5 Based on the explanation above, the researcher is really eager to analyze  
6 the idiomatic expressions meaning found in Harry Potter and the Prisoner of  
7 Azkaban The Movie Script because there are so many idiomatic expressions are  
8 used in the movie which is very difficult to be understood.

9  
10 **Literature Review**

11 They are generally used in all types of language, informal and formal,  
12 spoken and written.

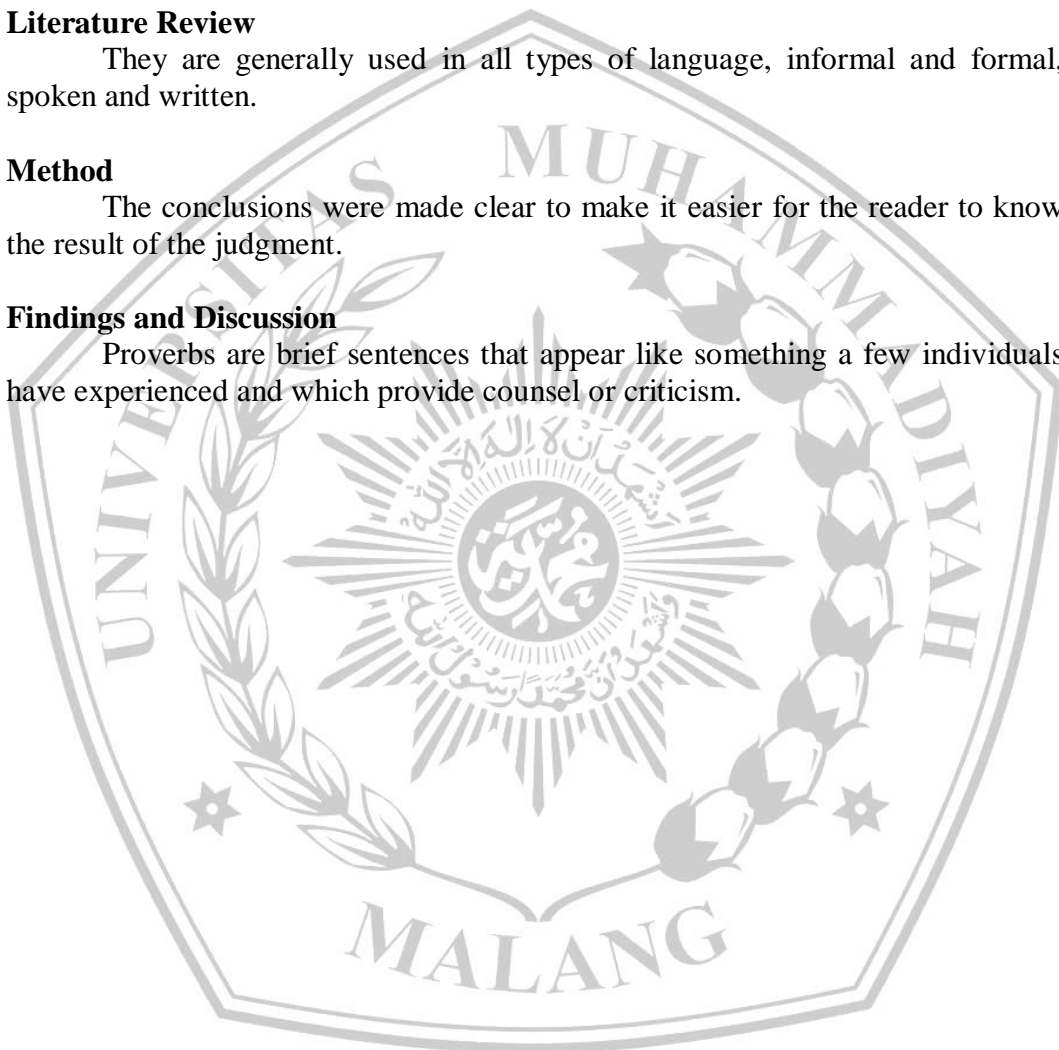
13  
14 **Method**

15 The conclusions were made clear to make it easier for the reader to know  
16 the result of the judgment.

17  
18 **Findings and Discussion**

19 Proverbs are brief sentences that appear like something a few individuals  
20 have experienced and which provide counsel or criticism.

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1 **Appendix 3**

2 **Interview Transcript**

3 **Archival 1:**

4 Site: IK's house

I= Interviewer

5 Interviewer: Riza Merlinda

IK= Interviewee

6 Transcriber: Riza Merlinda

7 Translator: Riza Merlinda

8 Typist: Riza Merlinda

9 Date: March 31, 2024

10 Start: 09.40 am

End: 10.10 am

11 I : Do you agree to participate in this tape-recorded interview?

12 IK: Yes, I do agree

13 **(Question 1)**

14 I: Do you have any difficulties in writing a thesis in English?

15 IK: Nothing.

16 **(Question 2)**

17 I: Have you heard about hedges and boosters strategy in English writing?

18 IK: Not yet.

19 **(Question 3)**

20 I: Have you applied this writing strategy before?

21 IK: No.

22 **(Question 4)**

23 I: Were there any problems or challenges you faced while using hedges and boosters  
24 in writing your thesis?

25 IK: Yes, I am.

26 **(Question 5)**

27 What problems did you face while using hedges and boosters in writing your thesis?

28 **(Question 6)**

29 I: In terms of knowledge, do you have problems implementing the hedges and  
30 boosters strategy?

31 IK: Yes, because I do not know this strategy before.

32 **(Question 7)**

33 I: In terms of using grammar, do you have problems in applying hedges and  
34 boosters strategy?

35 IK: I think grammar is neither too easy nor too difficult because we have learned  
36 and we have references.

37 **(Question 8)**

38 I: In terms of confidence, do you have problems implementing the hedges and  
39 boosters strategy?

40 IK: I believe what I wrote, and I did not use Chat GPT or other AI because Chat  
41 GPT was not yet hype.

42 **(Question 9)**

43 I: Do you have difficulty in constructing phrases while writing your thesis in  
44 English? If so, please describe the problem!

45 IK: No, I do not.

46

47 **(Question 10)**

48 I: Do you have sufficient experience in writing strategies for hedges and boosters?

49 IK: No, never.

50 **(Question 11)**

51 I: In terms of overuse, do you have problems implementing the hedges and boosters  
52 strategy?

53 IK: I think yes because I often use modal.

54 **(Question 12)**

55 I: What other possible problems did you face while using hedges and boosters in  
56 writing your thesis?

57 IK: In my opinion, limited vocabulary is the key from all challenges because a lack  
58 of vocabulary can affect our ability to state our feelings and compose sentences

59 **(Question 13)**

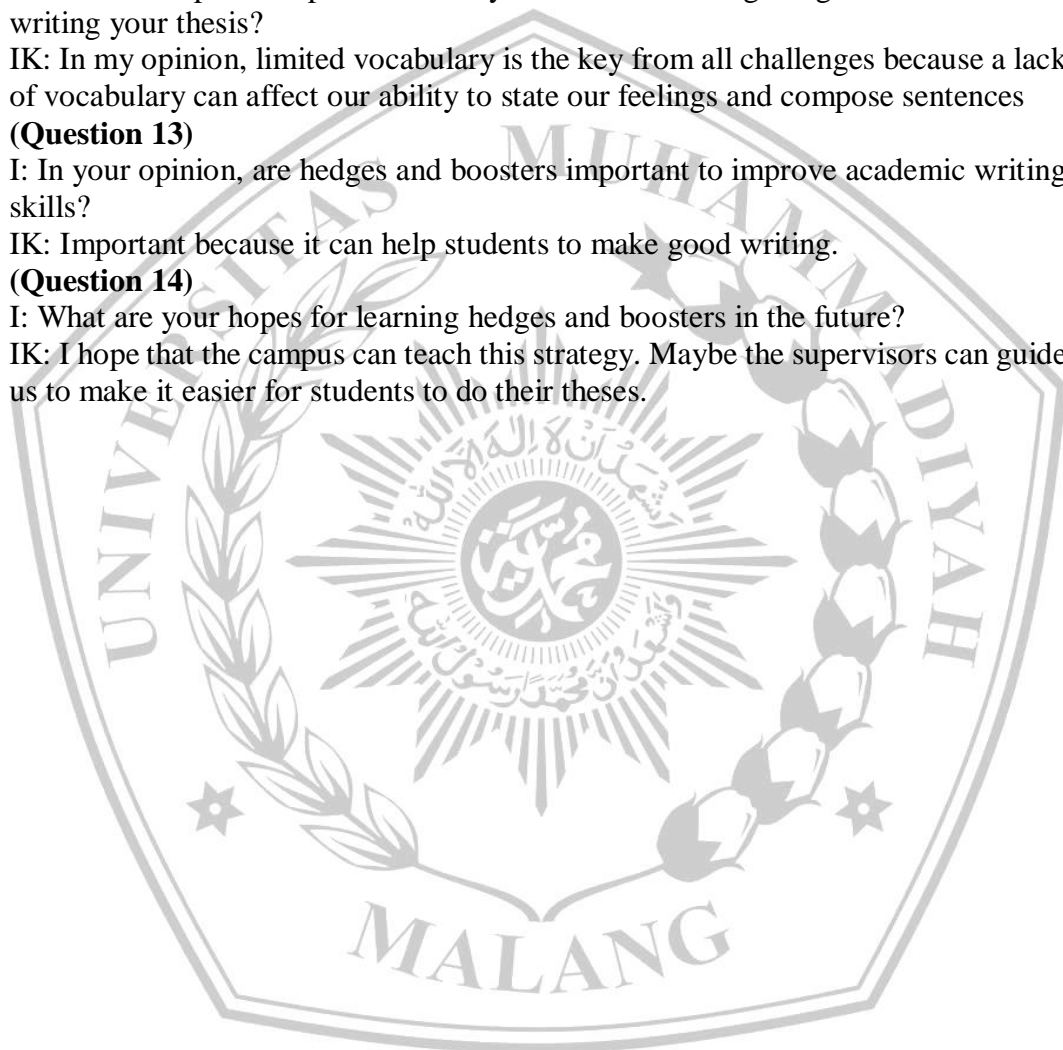
60 I: In your opinion, are hedges and boosters important to improve academic writing  
61 skills?

62 IK: Important because it can help students to make good writing.

63 **(Question 14)**

64 I: What are your hopes for learning hedges and boosters in the future?

65 IK: I hope that the campus can teach this strategy. Maybe the supervisors can guide  
66 us to make it easier for students to do their theses.



1 **Archival 2:**

2 Site: WhatsApp video call

I= Interviewer

3 Interviewer: Riza Merlinda

FDJ= Interviewee

4 Transcriber: Riza Merlinda

5 Translator: Riza Merlinda

6 Typist: Riza Merlinda

7 Date: March 13, 2024

8 Start: 10.30 am

End: 11.00 am

9 I: Do you agree to participate in this tape-recorded interview?

10 IK: Yes, I do agree

11 **(Question 1)**

12 I: Do you have any difficulties in writing a thesis in English?

13 FDJ: Yes. The most challenging part was taking the data in school, especially when  
14 I interviewed the students.

15 **(Question 2)**

16 I: Have you heard about hedges and boosters strategy in English writing?

17 FDJ: Not yet.

18 **(Question 3)**

19 I: Have you applied this writing strategy before?

20 FDJ: No.

21 **(Question 4)**

22 I: Were there any problems or challenges you faced while using hedges and boosters  
23 in writing your thesis?

24 FDJ: Yes.

25 **(Question 5)**

26 I: What problems did you face while using hedges and boosters in writing your  
27 thesis?

28 FDJ: Actually, I do not know how to organize words. I have low grammar skills.  
29 Particularly when arranging sentences, and I was doubtful about expressing my  
30 opinion.

31 **(Question 6)**

32 I: In terms of knowledge, do you have problems implementing the hedges and  
33 boosters strategy?

34 FDJ: Yes, because I have not known about this strategy before.

35 **(Question 7)**

36 I: In terms of using grammar, do you have problems in applying hedges and  
37 boosters strategy?

38 FDJ: Yes, I think grammar is very not easy. There are modal auxiliaries, etc.

39 **(Question 8)**

40 I: In terms of confidence, do you have problems implementing the hedges and  
41 boosters strategy?

42 FDJ: Yes, I am afraid that what I wrote is wrong. Because if we have our own  
43 opinion, the examiner will continue to ask us during the exam.

44 **(Question 9)**

45 I: Do you have difficulty in constructing phrases while writing your thesis in  
46 English? If so, please describe the problem!

47 FDJ: Yes, as I said before, I had difficulty constructing sentences, and I know my  
48 skill level is low.

49 **(Question 10)**

50 I: Do you have sufficient experience in writing strategies for hedges and boosters?

51 FDJ: No.

52 **(Question 11)**

53 I: In terms of overuse, do you have problems implementing the hedges and boosters  
54 strategy?

55 FDJ: Of course, related to my research topic, I conducted about students'  
56 grammatical errors. There are so many hedges in my writing.

57 **(Question 12)**

58 I: What other possible problems did you face while using hedges and boosters in  
59 writing your thesis?

60 FDJ: I think there are no other possible problems because if we learn first, we have  
61 this strategy, so it is easy to implement.

62 **(Question 13)**

63 I: In your opinion, are hedges and boosters important to improve academic writing  
64 skills?

65 FDJ: Yes, because this strategy is very useful for writers.

66 **(Question 14)**

67 I: What are your hopes for learning hedges and boosters in the future?

68 FDJ: I hope that I can apply this strategy in my teaching at school. and also I will  
69 apply it in my future writing. Then, I hope the lecturer can convey this material to  
70 the class on my campus.

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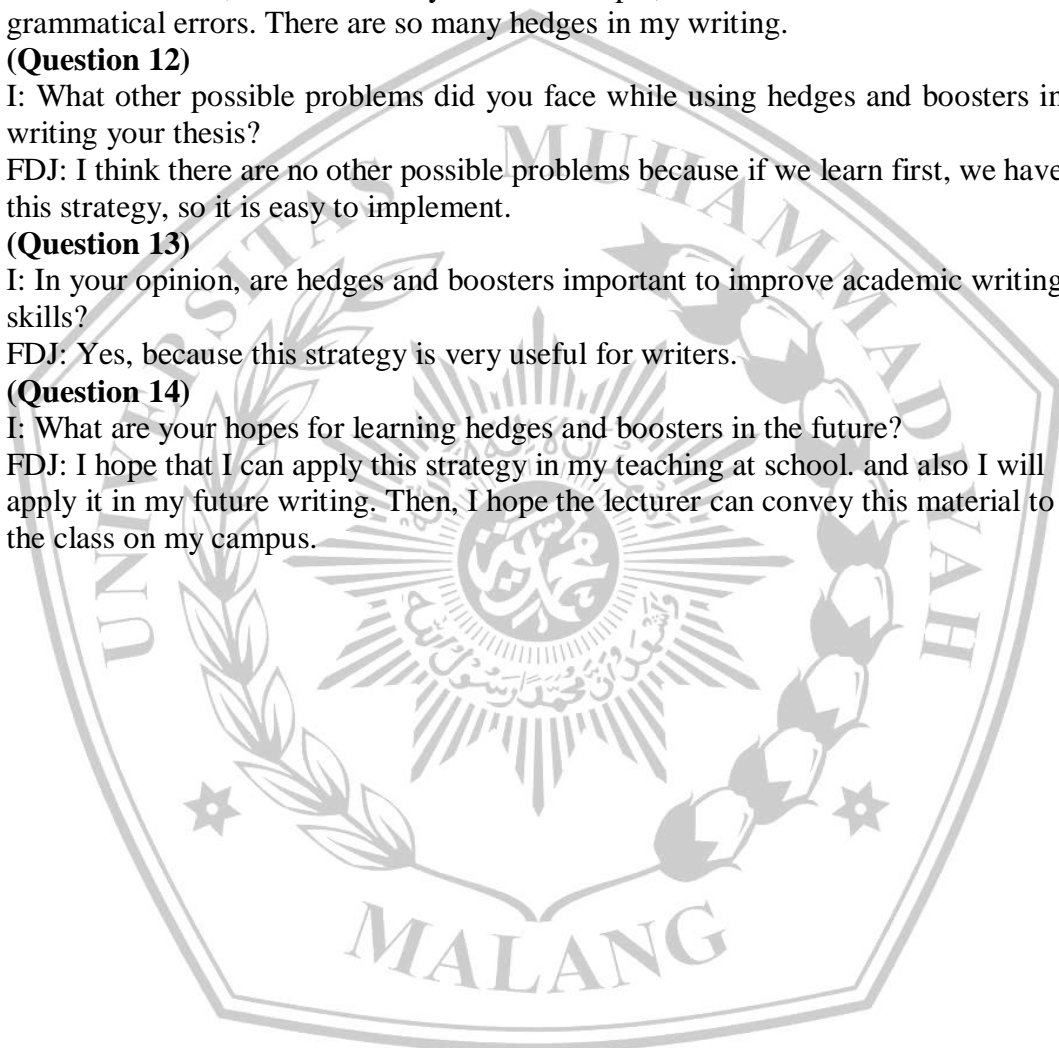
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1 **Archival 3:**

2 Site: WhatsApp video call

I= Interviewer

3 Interviewer: Riza Merlinda

MRH= Interviewee

4 Transcriber: Riza Merlinda

5 Translator: Riza Merlinda

6 Typist: Riza Merlinda

7 Date: March 1, 2024

8 Start: 10.00 am

End: 10.50 am

9 I: Do you agree to participate in this tape-recorded interview?

10 IK: Yes, I do agree

11 **(Question 1)**

12 I: Do you have any difficulties in writing a thesis in English?

13 MRH: Yes, I do. When I wrote my thesis, I was in the burnout phase. Then, I think

14 I can not do anything. And the most I remember I had difficulty in citation because

15 I used references an ancient year.

16 **(Question 2)**

17 I: Have you heard about the hedges and boosters strategy in English writing?

18 MRH: Yes, I have heard.

19 **(Question 3)**

20 I: What do you think about hedges and boosters?

21 MRH: Hedges and boosters are tools that can help paraphrase and draw  
22 conclusions.

23 **(Question 4)**

24 I: Have you applied this writing strategy before?

25 MRH: Yes, but I forgot a little because it was two years ago.

26 **(Question 5)**

27 I: Were there any problems or challenges you faced while using hedges and boosters  
28 in writing your thesis?

29 MRH: It is about my little knowledge. Applying this strategy will not be difficult if  
30 I learn more about it.

31 **(Question 6)**

32 I: What problems did you face while using hedges and boosters in writing your  
33 thesis?

34 MRH: The strategy is easy to use. So, I do not think there is a possible problem.

35 **(Question 7)**

36 I: In terms of knowledge, do you have problems implementing the hedges and  
37 boosters strategy?

38 MRH: No, I do not.

39 **(Question 8)**

40 I: In terms of using grammar, do you have problems in applying hedges and  
41 boosters strategy?

42 MRH: I think only a little. This relates to changing the passive voice, not applying  
43 hedges and boosters.

44 **(Question 9)**

45 I: In terms of confidence, do you have problems implementing the hedges and  
46 boosters strategy?

47 MRH: I think I do not have. I believe in my writing because what I wrote is  
48 supported by experts. Then, when I wrote my thesis, the Chat GPT appeared. But I  
49 do not use it fully. I use it to compare. And, of course, I got guidance from my  
50 advisor, who made me very confident.

51 **(Question 10)**

52 I: Do you have difficulty in constructing phrases while writing your thesis in  
53 English? If so, please describe the problem!

54 MRH: No, I do not have.

55 **(Question 11)**

56 I: Can you give me another example of hedging phrases?

57 MRH: I guess.....

58 **(Question 12)**

59 I: Do you have sufficient experience in writing strategies for hedges and boosters?

60 MRH: Yes, I have writing experience. I ever collaborated with my friends and my  
61 lecturer.

62 **(Question 13)**

63 I: What about the topic you wrote?

64 MRH: We wrote an article about WA's attitude, such as manners and locution  
65 during the pandemic

66 **(Question 14)**

67 I: In terms of overuse, do you have problems implementing the hedges and boosters  
68 strategy?

69 MRH: I do not know the rule of using hedges and boosters well. Yes, I think I used  
70 hedges and boosters over.

71 **(Question 15)**

72 I: What other possible problems did you face while using hedges and boosters in  
73 writing your thesis?

74 MRH: Literally, in my perspective, this strategy is easy to use if we understand it.  
75 So, there is no other possible problem. We are just low awareness of the use of this  
76 strategy.

77 **(Question 16)**

78 I: In your opinion, are hedges and boosters important to improve academic writing  
79 skills?

80 MRH: Yes, we have to use hedges and boosters in order to balance our statements.

81 **(Question 17)**

82 I: What are your hopes for learning hedges and boosters in the future?

83 MRH: I hope the lecturer can teach hedges and boosters in academic writing  
84 subjects to let the students know this strategy.

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1 **Archival 4:**

2 Site: WhatsApp video call

3 Interviewer: Riza Merlinda

4 Transcriber: Riza Merlinda

5 Translator: Riza Merlinda

6 Typist: Riza Merlinda

7 Date: March 25, 2024

8 Start: 01.00 pm

End: 01.50 pm

I= Interviewer

FP= Interviewee

9 I: Do you agree to participate in this tape-recorded interview?

10 FP: Yes, I do agree

11 **(Question 1)**

12 I: Do you have any difficulties in writing a thesis in English?

13 FP: Yes, it is about references because I must use Mendeley, and I have not learned  
14 it yet.

15 **(Question 2)**

16 I: Have you heard about hedges and boosters strategy in English writing?

17 FP: Never

18 **(Question 3)**

19 I: Have you applied this writing strategy before?

20 FP: No. However, after I have studied this strategy, I will apply it to my next project.

21 **(Question 4)**

22 I: Were there any problems or challenges you faced while using hedges and boosters  
23 in writing your thesis?

24 FP: No.

25 **(Question 5)**

26 I: What problems did you face while using hedges and boosters in writing your  
27 thesis?

28 FP: I think about knowledge because I have never known about this strategy before.

29 **(Question 6)**

30 I: In terms of knowledge, do you have problems implementing the hedges and  
31 boosters strategy?

32 FP: Yes, because I know it just now.

33 **(Question 7)**

34 I: In terms of using grammar, do you have problems in applying hedges and  
35 boosters strategy?

36 FP: I do not think I have a problem about grammar.

37 **(Question 8)**

38 I: In terms of confidence, do you have problems implementing the hedges and  
39 boosters strategy?

40 FP: I think I have because I am confident with my thesis, but only fifty-fifty percent.

41 **(Question 9)**

42 I: Do you have difficulty in constructing phrases while writing your thesis in  
43 English? If so, please describe the problem!

44 FP: I think I do not have difficulty constructing phrases.

45 **(Question 10)**

46 I: Do you have sufficient experience in writing strategies for hedges and boosters?

47 FP: I do not have any other writing experience besides a thesis. I was studying while  
48 working. So, this is the main factor in me being lazy and inactive from various  
49 activities on campus.

50 **(Question 11)**

51 I: In terms of overuse, do you have problems implementing the hedges and boosters  
52 strategy?

53 FP: I think if we always use hedges and boosters in every opinion and do not know  
54 how to avoid them, we will end up with an overused strategy.

55 **(Question 11)**

56 I: What other possible problems did you face while using hedges and boosters in  
57 writing your thesis?

58 FP: I think overuse is the most challenging.

59 **(Question 12)**

60 I: In your opinion, are hedges and boosters important to improve academic writing  
61 skills?

62 FP: Of course. It is beneficial for writers, and the material is easy to understand.

63 **(Question 13)**

64 I: What are your hopes for learning hedges and boosters in the future?

65 FP: I hope this strategy can be more popular. So we can learn about it and apply  
66 it.





1 **Archival 5:**

2 Site: WhatsApp video call

I= Interviewer

3 Interviewer: Riza Merlinda

NZ= Interviewee

4 Transcriber: Riza Merlinda

5 Translator: Riza Merlinda

6 Typist: Riza Merlinda

7 Date: March 10, 2024

8 Start: 02.00 pm

End: 02.40 pm

9 I: Do you agree to participate in this tape-recorded interview?

10 IK: Yes, I do agree

11 **(Question 1)**

12 I: Do you have any difficulties in writing a thesis in English?

13 NZ: Yes, I have. I need to understand the research method, but there is not much  
14 time to learn about it because of the Covid pandemic. We just learned online, so it  
15 is hard to understand. It is challenging to find any topic, especially in English.

16 **(Question 2)**

17 I: Have you heard about hedges and boosters strategy in English writing?

18 NZ: Actually, I do not know about it and have not heard yet.

19 **(Question 3)**

20 I: Have you applied this writing strategy before?

21 NZ: I think I used it without realizing it. But I do not know the kinds of hedges and  
22 boosters.

23 **(Question 4)**

24 I: Were there any problems or challenges you faced while using hedges and boosters  
25 in writing your thesis?

26 NZ: Of course.

27 **(Question 5)**

28 I: What problems did you face while using hedges and boosters in writing your  
29 thesis?

30 NZ: I think it is related to my research topic. I researched figurative language in  
31 Taylor Swift songs. And I have difficulty paraphrasing because there are many  
32 hedges in the lyric.

33 **(Question 6)**

34 I: In terms of knowledge, do you have problems implementing the hedges and  
35 boosters strategy?

36 NZ: Sure. In my opinion, knowledge is fundamental and necessary when we apply  
37 something. Limited knowledge can be the main factor in the challenges.

38 **(Question 7)**

39 I: In terms of using grammar, do you have problems in applying hedges and  
40 boosters strategy?

41 NZ: Yes, because I know my grammar skill level. I just used feeling.

42 **(Question 8)**

43 I: In terms of confidence, do you have problems implementing the hedges and  
44 boosters strategy?

45 NZ: I am confident, but I am not really confident because there are many things I  
46 have not understood until now.

47 **(Question 9)**  
48 I: Do you have difficulty in constructing phrases while writing your thesis in  
49 English? If so, please describe the problem!  
50 NZ: Yes. Constructing phrases means arranging a good sentence. It makes me think  
51 more.  
52 **(Question 10)**  
53 I: Do you have sufficient experience in writing strategies for hedges and boosters?  
54 NZ: Yes, I have writing experience. I ever collaborated with my friends to help  
55 my lecturer.  
56 **(Question 11)**  
57 I: What about the topic you wrote?  
58 NZ: We wrote an article about WA's attitude, such as manners and locution during  
59 the pandemic.  
60 **(Question 12)**  
61 I: In terms of overuse, do you have problems implementing the hedges and boosters  
62 strategy?  
63 NZ:  
64 **(Question 13)**  
65 I: What other possible problems did you face while using hedges and boosters in  
66 writing your thesis?  
67 NZ: Really sorry, but I think if we know this technique first, we can apply it easily.  
68 **(Question 14)**  
69 I: In your opinion, are hedges and boosters important to improve academic writing  
70 skills?  
71 NZ: This strategy is essential because we need to compress the statement to express  
72 more about what we want to talk.  
73 **(Question 15)**  
74 I: What are your hopes for learning hedges and boosters in the future?  
75 NZ: I hope the lecturer can be aware of discussing hedges and boosters in  
76 academic writing to inform the students about this strategy. Please do not ask the  
77 students to learn by themselves; the lecturer must explain first.  
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1 **Archival 6:**

2 Site: WhatsApp video call

I= Interviewer

3 Interviewer: Riza Merlinda

RAR= Interviewee

4 Transcriber: Riza Merlinda

5 Translator: Riza Merlinda

6 Typist: Riza Merlinda

7 Date: May 23, 2024

8 Start: 01.00 pm End: 01.45 pm

9 I: Do you agree to participate in this tape-recorded interview?

10 RAR: Yes, I do agree

11 **(Question 1)**

12 I: Do you have any difficulties in writing a thesis in English?

13 RAR: Of course. Firstly, I have difficulty working on my thesis, like limited  
14 references, because not many researchers have researched appraisal theory.  
15 Secondly, because I was analyzing a novel, completing my thesis took me a long  
16 time.

17 **(Question 2)**

18 I: Have you heard about hedges and boosters strategy in English writing?

19 RAR: I am sorry, but I never heard it. Actually, I learned by myself

20 **(Question 3)**

21 I: Have you applied this writing strategy before?

22 RAR: I think I used it without realizing it.

23 **(Question 4)**

24 I: Were there any problems or challenges you faced while using hedges and boosters  
25 when writing your thesis?

26 RAR: Yes.

27 **(Question 5)**

28 I: What problems did you face while using hedges and boosters when writing your  
29 thesis?

30 RAR: As far as I know, many English structures have different formulas. It makes  
31 little hesitance to include phrases in a sentence.

32 **(Question 6)**

33 I: In terms of knowledge, do you have problems implementing the hedges and  
34 boosters strategy?

35 RAR: Sure. I do not know about this material. Thank you for your explanation.

36 **(Question 7)**

37 I: In terms of using grammar, do you have problems in applying hedges and  
38 boosters strategy?

39 RAR: I think my grammar skills are low. Now, I am a teacher, and I always learn  
40 more.

41 **(Question 8)**

42 I: In terms of confidence, do you have problems implementing the hedges and  
43 boosters strategy?

44 RAR: I am confident enough because I have searched the journals, and it is true that  
45 what I wrote in my thesis is not just an essay. So I believe in what I wrote.

46 **(Question 9)**

47 I: Do you have difficulty in constructing phrases while writing your thesis in  
48 English? If so, please describe the problem!

49 RAR: Yes. As I said before, I have difficulty using hedges and boosters, especially  
50 in phrases. This relates to my topic research because the novel has many phrases.

51 **(Question 10)**

52 I: Do you have sufficient experience in writing strategies for hedges and boosters?

53 RAR: I had some experiences when I was a student. I have published an article with  
54 my friends and my lecturer about WA's attitude. Then, I ever wrote an article from  
55 the dissection novel, but I forgot the novel's title. The last I wrote my thesis. I was  
56 unaware that I used hedges and boosters in all my writing.

57 **(Question 11)**

58 I: In terms of overuse, do you have problems implementing the hedges and boosters  
59 strategy?

60 RAR: I am really not sure, but I think the implementation hedges and boosters in  
61 my thesis only slightly.

62 **(Question 12)**

63 I: What other possible problems did you face while using hedges and boosters in  
64 writing your thesis?

65 RAR: The difficulty that I may face in using hedges and boosters is that in writing  
66 articles that I have written, several times errors occurred in a placement where  
67 hedges and boosters were placed in one sentence so that the sentence which should  
68 be a fact or convincing statement was broken which made the writing strange  
69 or less precise. I think there are sentences in my thesis that are ambiguous.

70 **(Question 13)**

71 I: In your opinion, are hedges and boosters important to improve academic writing  
72 skills?

73 RAR: It is vital because, from this strategy, we can better differentiate between an  
74 opinion and fact.

75 **(Question 14)**

76 I: What are your hopes for learning hedges and boosters in the future?

77 RAR: My hope for the future is that the lecturer or teacher can deliver the material  
78 for hedges and boosters in the first meeting. Because we often use it without  
79 realizing it. It would be desirable for this subject to be taught at the Senior High  
80 School level. Therefore, before going to university, we should not be surprised  
81 when writing a thesis.

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