# The Comparative Study of Hedges in Theses' Abstracts Written by English and Indonesian Graduate Programs of Universitas Negeri Semarang

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## Article Info

## Abstract

Hedges, to be softened and weaken the claims, which avoid being blamed, and the claim can be accepted, play an essential role in presenting academic research in masters' theses abstracts. This case study aimed to explain the comparison of hedges in the English and Indonesian graduate programs theses abstracts. The qualitative analysis was undertaken into five sub-research questions to find out the English department's hedges, the Indonesian department's hedges, the similarities and differences between both and its consequences. The analysis was employed based on the taxonomy of Hyland (1998) manually. The sample was thirty master's thesis abstracts of graduate students from the English and Indonesian graduate programs Universitas Negeri Semarang, published from 2018 to 2022 and accessed through an online library. The finding reveals that hedging functions such as writer-oriented hedges, accuracy-oriented hedges, and reader-oriented hedges are realized in English, and Indonesian thesis abstracts are mostly similar. Besides, the analysis finds some differences. One of them is the similar term employed to reach different hedging pragmatic functions. The study's finding concludes that the English graduate program tends to use writer-oriented hedges more, expressing the unwillingness of the writers to be seen entirely in their propositions. In contrast, the Indonesian graduate program tends to engage the readers by utilizing reader-oriented hedges more often than English graduate program students.

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**INTRODUCTION**

The current research compared hedges in the masters' thesis abstract between the English and Indonesian graduate program. The rhetorical functions briefly introduce what has been done in the study and the striking points that make abstracts stand out (Akbas, 2012). Akbas argues that the abstract's function in highlighting a writer's engagement with a particular group of people is primarily determined by a set of persuasive techniques and rhetoric standards certain to that community. Russey et al. (2006, p. 72) define abstract as a section of a thesis that announces the discoveries – "very briefly, in summary, form" – the purpose(s) of the underlying research, the investigation's methodologies, and the most significant findings. When writing abstracts, authors use careful language and how their research papers are introduced to the scholarly community significantly impacts whether or not they are accepted (Nivales, 2011). The term to make boundaries of self-defense from blamed by mitigating the speaker's confidence in the validity of a claim is known as 'hedges' firstly introduced by Lakoff (1972) as cited in Hyland (1998c, p. 1) and Navratilova (2013, pp. 9–11).

Hedges are like *possible, might, and perhaps* that indicate a cautious statement of referential facts and express collegial regard for colleagues' opinions (Hyland, 2000, p. 179). Hyland defines it as the writer's decision to not fully support a claim, causing facts to be viewed as an opinion rather than evidence (2005b). Kopple states that it can secure a writer's commitment to an idea (1985). Crismore et al. define a term to show uncertainty about the facts of an argument (1993). Formerly, Lakoff claims to express words whose purpose it is to increase or decrease "fuzziness" (1972). Hedges refers to the use of rhetorical devices to reduce the writer's or reader's responsibility for the strength and veracity of assertions, the appearance of hesitancy or uncertainty, and friendliness and indirectness to minimise the burden on the writer or the reader (Hinkel, 2002, p. 313). In short words, hedges play significant roles in academic writing for writer to achieve readers' acknowledgement and to distance the writer from opinion, unproven claims, and or confirming fact in order to avoid rebuttal of writers' arguments by minimizing responsibility for the scope and veracity of claims and propositions.

Writing an abstract is probably not simple. Thus, it appears crucial that the authors consider both the textual and interpersonal aspects, including modifying their claims. The authors try to minimize uncertain or potentially risky assertions, highlighting what they believe to be accurate and communicating the proper collegial attitudes to readers. The ability of the writers to determine their argument from reality and assess the veracity of their claims is one of the interpersonal components of academic writing, yet this is a subject that is frequently quite tricky and hard to handle.

Some researchers are interested in hedges research similar to the current study. They are Al-Ali and Sahawneh (2011); Hidayati et al. (2008); Hu and Cao (2011); Hidayati and Dallyono (2015); Loi and Lim (2019); Musa (2014); Vebriyanto et al. (2019) that applied the polypragmatic model of Hyland (1998) to analyze the hedges devices and function.

Al-Ali and Sahawneh contrasted English and Arabic dissertation abstracts. Still, about abstract studies, Wahyuningsih and Sofwan investigated hedges in cross-discipline conceptual studies of graduates. Musa compared English and Chemistry in the Introduction and Discussion section of masters' theses. By polypragmatic model, Loi and Lim found in the Discussion section of English and Malay education research articles. Vebriyanto et al. investigated hedges and boosters in graduate research articles. Hidayati et al. (2008) contrasted academic writing of bachelor and graduates thesis regarding males and females writers. Hu and Cao compared and contrasted hedges and boosters between English and Chinese journal abstracts. Hidayati and Dallyono (2015) investigated hedges and boosters in political speeches.

In addition, the current study is motivated to confirm the previous research of Wahyuningsih and Sofwan (2014) described the hedges in graduate abstracts from five discipline studies (English, Science, Mathematics, Social, and Education Management). The study utilized the taxonomies of Dontcheva-navrátilová (2013); Hyland (1998); and Salager-Meyer (1994). The quantitative and qualitative approaches employed in those studies revealed that abstracts of English, Social and Education Management tended to use more hedges than those in Mathematics and Science. Three kinds of non-lexical hedges, agentless passive in the first

rank, a small number for personal attribution and compound hedges, are used by graduate students from English study. The English graduate students did not use the epistemic noun. In contrast with the current study, the study of Wahyuningsih and Sofwan did not involve Indonesian department abstracts written in English as their object study.

*Regarding with* 'polypragmatic model', *Hyland proposed two majors. That is* Content-Oriented and Reader-Oriented hedges. *Content--oriented was divided into two kinds, i.e., writer-oriented hedges and accuracy-oriented hedges.* Writer-oriented hedges deal with writers' self-defense against potential critics of their ideas. To fulfil this purpose, writers attempt to reduce their commitment to their claim while simultaneously maintaining a distance from it. *Hyland defines* accuracy-oriented hedges as related to the writer's undertaking to express the statement more precisely.

*Moreover,* the accuracy-oriented hedges were further divided into attribute-type and reliability-type hedges. Attribute hedges are used to pose a proposition accurately. It "enables the writer to restructure categories, define entities and prosses exactly, and to distinguish how far results approximate to idealized state" (Hyland, 1998, p.164). The reliability hedges deal with the "writers' certain or uncertain knowledge in the proposition." Last term, the reader-oriented hedges are concerned with how readers and authors engage with one another (Hyland, 1996, pp. 19–20).

Hedges plays irreplaceable roles in the English department masters' thesis abstracts and the Indonesian department. In this case, to answer the five sub-research questions, the current study analyzed the types of hedges in the English department and the types of hedges in the Indonesian department masters' theses abstract students of Universitas Negeri Semarang. The analysis results explained the similarities and differences regarding the types of hedges to the intended situation as graduate students' reasons for employing hedges. The consequences of the similarities and differences were interpreted.

## METHOD

The qualitative analysis approach was chosen for this study's research design since it was thought to be the most suitable. It purposed to explain how abstracts are described by hedges employed in a particular way. This present research demonstrated the hedges realization from both groups. Then, the findings were drawn from the similarities and differences between the English department and Indonesian department masters' abstracts. The present case study investigated thirty abstracts of master's theses from the English and Indonesian graduate program of Universitas Negeri Semarang. Fifteen abstracts published in 2018-2022 were selected from each group accessed through the online library. At the end of the sampling procedure, the selected abstracts were labelled. For example, E1 refers to abstract number one of the English department masters' theses abstracts, and I1 refers to abstract number one of the Indonesian maters' abstracts.

In line with the objectives, the unit of analysis of this study is any parts of sentences. These are modality, lexical verbs, epistemic adjectives, adverbs, nouns, phrases, and passive. The linguistic terms indicated hedges in both linguistic and non-lexical based on Hyland's taxonomy (1998). Hyland added that "a hedge is not just a word or phrase," yet it could be indicated that the academic writers intended to protect their claims.

The roles of the researcher were data collector and data analyst. *The analysis process was employed manually.* Furthermore, the results of qualitative analysis explained the realization of hedges used by both departments, the similarities and the differences regarding the types of hedges to the intended functions as the reasons why graduate students employ hedges devices.

## RESULTS AND DISCUSSIONS

There are five sub-topics of the data presented based on the research questions: types of hedges in the English department, types of hedges in the Indonesian department, and the similarities and differences between the English department and the Indonesian department and its consequences. The analysis results are presented with the data for reliable discussion, including examples.

### Hedges in English Graduate Program Theses Abstracts

According to the result analysis, the English department abstracts were realized by Hyland's

'polypragmatic model' (1998). Writer-oriented hedges were discovered primarily in English department abstracts. Sometimes, writer-oriented motivation was combined with attribute and reliability hedges. It was also realized that reader-oriented hedges were employed in the English department masters these abstracts.

The frequent device writer-oriented used is agentless passive. The following examples show that the writers try to minimize their projections in claims.

(1) *The sample were taken* from two classes… *(E-8)*

(2) *Data collection was done* manually from the novel of Mice and Men and an Indonesian translation entitled *"Tikus dan Manusia." (E-11)*

(3) *The data then were analyzed* in four steps of interactive analysis: data collection, data reduction, data presentation, and data conclusion. *E-2*

Based on examples (1) to (3), passive construction such as '*the data then was analyzed…' and 'data collection was done manually…'* are frequently used to describe how the abstract' writers researched how the data was collected and processed. This finding is in line with the study of Musa (2014), Hidayati et al. (2008); Vebriyanto et al. (2019) which academic writers frequently constructed non-writer agents to lessen their assertions. Hidayati et al. (2008, p. 34) concluded that this was merely an issue of focus: which ideas the writers choose to spotlight and those they wish to background. It implied that the author was unclear about the subjects' identities or specifics. The use of the passive form realized in English department masters theses abstracts confirms the study of Al-Ali and Sahawneh (2011) study found that past passive used significantly in English PhD candidate abstracts expressing *methodological* move.

Another frequent strategy found to state claims impersonally is abstract rhetors. The realization of abstract rhetors in English masters' abstracts can be seen in the following examples.

(4) *The findings show* that Donald Trump … in the last speech. *E-1*

(5) *The findings present* that the structure shift is the most common shift appears in the study. *E-4*

(6) *This study demonstrates* that both teachers and students code switch during online English lessons. *E-10*

Based on examples (4) to (6), it was realized, such as: "*This study investigates/ demonstrates/ found/aims to,"* "*The findings show/reveal/present/validate."* The construction of abstract rhetors was combined with judgmental verbs (*validate, demonstrate)* and evidential verbs (*show, present*). This finding is consistent with the analysis in the study of Hu and Cao (2011). They concluded that the author uses "a metadiscursive strategy," which enables writers to make knowledge claims supported by evidence rather than by interpretations.

Moreover, "empty subject" hedges of Hyland's term cannot replace the impersonal subject of writer-oriented motivation. The realization of the empty subject in English masters' theses abstracts are such as, "*it can be concluded...*"; "*it suggests...*"; "*it contains …*". This case was discussed in the study of Al-Ali and Sahawneh (2011). Their analysis mentioned the term "anticipatory *it,"* in which the use of the pronoun *it* frequently was associated with the form of passive voice.

One of the prominent strategies in content-oriented hedges is accuracy-oriented, known well as attribute type and reliability type. Attribute-type devices were realized, such as downtoners (*some, rarely, usually)* and 'qualification indicating the precise standpoint from which to judge the claim' (*in this phase, at this point, in this case*). In contrast, reliability-type devices were realized, such as modal verbs (*can, could, be able to, will, would, might, should, must),* adjectives (*significant),* epistemic nouns (*possibilities, manifestation, assumption*), and disjunct content adverbs (*rapidly, massively, especially, hierarchically, more likely).* This finding is consistent with the study of Falahati (2004), Loi and Lim (2019), and Musa (2014). In this case, the researchers agreed that attribute hedges' primary function was to "specify more precisely the attributes of the phenomena described" (Hyland, 1998b, p. 164). Reliability hedges' primary function was to "clarify the state of knowledge, a hedge against complete accuracy, rather than a wish to seek protection against overstatement" (Hyland, 1998b, p. 167).

On the other hand, it was realized that reader-oriented hedges in the English department masters' theses abstracts. Those are nouns referring to the researcher and the first-person pronoun 'me,' which appears once. The common lexicon of the noun referring to the researcher him/herself, such as *"the researcher, himself,"* is employed to convey the method and process of collecting data and state the claim of the study discoveries.

(7) *The main instrument used was <u>the researcher himself</u>* with the help of data sheet as the secondary instrument. *E-2*

(8) *In order to collect the data, the researcher* used personal interviews, classroom observations, and open questionnaire. *E-3*

(9) *At this point, the researcher believes* that in the most casual way, Filipino and Indonesian teachers have different ways of engaging themselves in a conversation. *E-12*

Based on examples (7) to (9), it states, *"<u>the researcher</u> used* personal *interviews, classroom observations, and open questionnaire" (E3); "<u>the researcher</u> believes* that…" (E12). This finding does not confirm the study of Loi and Lim (2019) in the cases of the English sample analyzed. Their analysis revealed that the English department employed first-person pronouns more often than using nouns referring to the researcher.

Besides, the first pronoun 'me' was found in the English department masters' theses abstracts even though it only appears once, which refers to the researcher-self.

(10) *(Five texts were selected by me. E-9*

This condition is infrequent, especially in abstracts of academic studies written by Indonesian students as non-native writers. In this case, the finding is consistent with the study of Loi and Lim (2019) and agrees with the statement of Hyland, which is cited (1996, p. 411), an explicit mention of the author designates a statement as an alternate viewpoint rather than as evidently true. Loi and Lim added that the author asked for the reader's approval of the claim to acknowledge their "personal responsibility for the validity of propositional content" (Hyland, 1996, p. 441).

**Hedges in Indonesian Graduate Program Theses Abstracts**

According to the result analysis, Indonesian department masters' abstracts are realized dominantly with reader-oriented, reliability, and attribute hedges. Meanwhile, writer-oriented is rarely discovered in Indonesian department master theses abstracts. Therefore, it can be assumed that graduate students of the Indonesian department tend to use reader-oriented higher to present a claim as an alternative viewpoint rather than an unambiguous truth statement.

The first hedging strategy that the most frequently used is reader-oriented motivation. The device mainly realized is a contrastive connector such as *meanwhile, on the other hand, besides that, however,* and *although.*

(11) *However,* beyond its comedy, humor comes from transgressions of cooperative and politeness principles. *I-2*

The second devices reader-oriented that mainly realized are (1) involving readers such as *"other researchers similar to this topic are suggested to"; for future researchers, it is expected to"* and (2) noun referring to the researcher(s) himself/herself/themselves such as "… *the researcher…".* The phrases involving the reader are utilized to covey suggestions and are testable to need further research.

(12) *Therefore, for future researchers, it is expected to* develop research about humor with different objects to enrich pragmatics study. *For comedians,* the act of delivering social criticism through humor *seems to be an appropriate way* to covey the message in *less* negative manner. *I2*

(13) *The researcher suggests for both the content creator and future researchers … I-14*

(14) *The researcher collected* the data with observation. Then, *the researchers* transcribed and noted the data. *I-14*

The noun referring to the researcher themself in Indonesian masters' theses abstracts is employed when the writers desire to express the research methodology, as stated in example (14) above. This finding is not consistent with the study of Loi and Lim's (2019) analysis result since the device of the

noun referring to the researcher in their sample was employed to state the claims. Moreover, this finding is not in line with the analysis result from the study of Musa (2014) since reader-oriented is the rarest strategy used in the sample of Musa's study.

The second hedging strategy used is the reliability type of accuracy-oriented hedges. The reliability hedges devices realized are such as modal verbs (*will*, *can, could be able to*), epistemic adjectives (*possible),* nouns (*something* and *possibility),* and disjunct content adverbs (*allegedly).* This type is known to "acknowledge the writer's uncertain knowledge and indicate the confidence he or she is willing to invest in the validity of a claim" (Hyland, 1998b, p. 166).

The third primary hedging strategy used is attributed hedges. The devices of attribute hedges are realized, such as style disjuncts together with content disjuncts (*generally, precisely, basically),* downtoners (*normally, less, still, only),* and 'qualification indicating the precise standpoint from which to judge the claim' (*based on …, in line with that.., in this context…).* Generally, this finding is consistent with Hidayati and Dallyono (2015); Loi and Lim (2019); Musa (2014); and Yang (2013). The previous studies support the analysis result of this current study, considering the similar linguistics used to express the precision of the claim.

The fourth hedging strategy used rarely is writer-oriented hedges. It relies on passive voice, abstract rhetors, and empty subjects. The structures are clustered together with judgemental verbs *(e.g., the results of this study indicate…*) or evidential verbs (e.g., *the findings showed…)* to convey impersonal judgment claims or state refers to a method, model, or theory. The examples are *"this qualitative-pragmatic research analyzed the data descriptively"; "the research method uses descriptive qualitative research by analyzing Class discourse."* It agreed to Loi and Lim (2019) stated that when writers desired to hide inside of proposition. They prefer to use an impersonal subject such as *the study/the research, the finding of the study,* and *the analysis result'* instead of *'the present/current researcher'* or the first-personal pronoun *'I/we.'*

### The Similarities

This part discussed the similarities of the realization of hedges between the English and the Indonesian graduate program theses abstracts. The similarities revealed that both departments mainly employed hedging strategies such as writer-oriented, attribute hedges, reliability hedges, and reader-oriented. Based on the analysis result, the investigation found that they used similar hedging devices.

Based on the analysis, both departments utilized downtoners and qualifications indicating the precise standpoint from which to judge the claim as attribute hedges motivation. The investigation also found that reliability hedges devices such as modal verbs, adjectives, nouns, and content-disjunct adverbs. The similar linguistic modal verbs used are *can, could be able to,* and *will* to "provide a shield against the self through investing relatively little confidence to the truth proposition made" (Musa, 2014, p. 21).

(15) *It can be identified* that have been used to using these devices. *E-10*

(16) *Based on the results of existing research, it can be concluded that* there are several forms of language choice on you tube podcast Deddy Corburzier. *I-13*

In summary, most of all writer-oriented devices were employed in English and Indonesian departments in masters' theses abstracts in line with the study of Al-Ali and Sahawneh (2011), Loi and Lim (2019); Musa (2014), Vebriyanto et al. (2019); Wahyuningsih and Sofwan (2014). They utilized epistemic lexical judgmental or evidential verbs combined with impersonal expressions in the way of passive voice, abstracts rhetors, 'empty' subject, thematic epistemic modal verbs, and impersonal reference to a method, model, or theory. Moreover, reader-oriented hedges were found, such as nouns referring to the researcher(s) themselves and contrastive connectors. Both departments not found limited knowledge of reliability hedges, "referring to underpinnings elsewhere in text" device of writer-oriented motivation, assume shared goal, hypotheticals, direct question devices of reader-oriented in their masters' theses abstracts.

### The Differences

This part discussed the differences in the realization of hedges between the English and Indonesian departments in masters' abstracts. In summary, the differences revealed that: the first difference, style disjuncts of accuracy-oriented *(e.g.,*

*generally, precisely, basically),* was not realized in the English department, but term indicated hedges were discovered in abstracts of the Indonesian department;

(17) *Therefore, it is necessary to include* character values, _precisely_ when students enter X grade. *I-15*

(18) The situational aspects of reporting on the 212 reunion *generally* revolve around situational issues… reporting in the mass media. *I-11.*

The second difference, attribution of literature *"(Young, 2011)"* of the writer-oriented hedge, was found one time in English department abstracts but not in Indonesian department abstracts;

(19) *The researcher valuated* how speaker negotiated meanings in various social contexts where they set relevant words or expressions *(Young, 2011). E-12*

The third difference English department abstract was realized the first-person pronoun 'me' appeared once to predominate them self how the researcher was carrying out research procedures. In contrast, it was not discovered in the Indonesian department abstract.

In contrast, (4) the phrase '*based* on' of English department abstracts was indicated as a reference to theory impersonally, which is a writer-oriented hedge motivation.

(20) *The module was revised based on the experts' recommendation* before doing field testing. *E-6*

(21) *Suggestions based on these results are* the establishment of a serious program by the Indonesian Language and Literature Department with careful preparation to further enhance the academic literacy competencies of Indonesian Language and Literature Department students. *I-7*

Meanwhile, the use of 'based on' of Indonesian department abstracts was the device of attribute type of accuracy-oriented motivation as a qualification that indicated 'the precise standpoint from which to judge the claim.' This fourth finding is supported by the study of Vassileva's (2001) assumption, i.e., "difference in the pragmatic function of formally in a similar item."

**The Consequences**

This part discussed about the consequences of the similarities and differences of hedges in English and Indonesian graduates' master theses' abstracts. In summary, there is not found really similar in number of hedging appearances, but diversity is clear. For instance, the word length of abstracts between English [6.917 words] and Indonesian [4.842 words] graduate program are different. That makes the number of hedging devices of Indonesian graduate higher than English graduate program. The limitation of this present study only used qualitative approach.

The qualitative analysis of present study discusses about the hedging function which represents the similar purpose, lexical, or structures and explains the same lexical to reach different hedging function. For example, passive form, abstract rhetors, and empty subject are utilized by English and Indonesian graduate program to hide writers' projection within clauses. Hyland stated that writer was not willing to personally guarantee the proposition (1998b, p. 172). Moreover, the analysis found that the similar term i.e. *Based on* portrayed different hedging function. The phrase '*based* on' in English department abstracts was indicated as a reference to theory impersonally which was writer-oriented hedge motivation. Meanwhile, the use of 'based on' in Indonesian department abstracts was the device of attribute type of accuracy-oriented motivation as a qualification that indicated 'the precise standpoint from which to judge the claim.

During the analysis process, grammatical errors were found in abstracts of Indonesian graduate program.

(22) The formulations of the problem _is_ this research: (1) how the language choice is used by the Banjar-Dayak bilingual society, … the background of people's language choices bilingual Banjar-Dayak. *I-4*

(23) The Novel Anak Rantau by Ahmad Fuadi _had chosen_ as the object of the research because in this novel there were many aspects of self-actualization that are raised in the story. *I-9*

Traditional grammatical errors were found as displayed in excerpt 22 and 23. The translator ought to use 'are' since the subject is plural noun i.e.

*formulations* [22]. The excerpt 23 is a passive voice, the clause should be stated, "The Novel Anak Rantau by Ahmad Fuadi *had been chosen* [by researcher] as the object of the research because …."

## CONCLUSION

This part presents five conclusions based on the research objectives. The first conclusion dealt with the realization of hedges in the English department masters' abstracts. The analysis result found writer-oriented hedges used frequently in English department masters' abstracts combined with accuracy hedges. Even though reader-oriented hedges were identified rarely, it was realized first-person pronoun 'me' appears once besides devices of nouns referring to the researcher and contrastive connector. The answer to the first research question of the current study was consistent with Musa (2014), which writer-oriented found more in English theses. Moreover, this finding is also following the study of Hidayati et al. (2008); Al-Ali and Sahawneh (2011); Wahyuningsih and Sofwan (2014); Hidayati and Dallyono (2015), which the academic writers frequently construct agentless passive, non-writer agents, or the term of an empty subject. Al-Ali and Sahawneh (2011) mentioned "anticipatory *it*" to lessen their assertions.

The second conclusion dealt with the realization of hedges in the Indonesian department masters' thesis abstract. The analysis concluded that reader-oriented combined with accuracy hedges seemed dominantly realized. It relied on a contrastive connector, involving the reader to covey suggestions and testable to need further research, a noun referring to the researcher-self to express the research methodology. This analysis result was not consistent with the study of Loi and Lim (2019) since the device of the noun referring to the researcher in their sample was employed to state the claims. Moreover, this finding contrasted with the analysis result from the study of Musa (2014) since the reader-oriented strategy was the rarest strategy used in the sample of Musa's study.

The third conclusion of the current study dealt with the similarities of hedges in English and Indonesian department masters' abstracts. Briefly, both departments employed hedging strategies such as writer-oriented to minimize their projection inside of their propositions and not to be seen explicitly to commit to their claims in line with the study of Al-Ali and Sahawneh (2011); Loi and Lim (2019); Musa (2014); Vebriyanto et al. (2019); Wahyuningsih and Sofwan (2014). Besides, the analysis found the realization of accuracy hedges to express the better precision of claims and 'the writer's assessment about the certainty of a statement. Both departments not found limited knowledge of reliability hedges, "referring to underpinnings elsewhere in text" device of writer-oriented motivation, assume shared goal, hypotheticals, direct question devices of reader-oriented in their masters' theses abstracts.

The fourth conclusion of the current study dealing with the differences of hedges in English and Indonesian department masters' theses abstracts was supported by previous studies, i.e., Musa (2014), which employed the hedging analysis in English and Chemistry masters' theses. The study revealed that the pragmatic function of the hedges utilized in the master's theses from Chemistry and English differ significantly. In line with Musa's investigation, it was identified that writers of Indonesian department masters' theses abstracts tended to be more confident in using reader-oriented hedges and frequently applied the reliability type of accuracy-oriented hedges. Indonesian abstracts tried to engage the reader by using nouns referring to the researchers when they stated claims in methodology moves and conclusions in master abstracts. This case followed the study of Hussein et al. (2018), which compared master theses abstracts between American and Iraqi. The finding stated that American use of interactional devices was more able to engage the readers than Iraqi.

The fifth conclusion, the present researcher assumed that it could be Indonesian department masters' theses abstracts tended to use reader-oriented hedges since a translator service or translator machine probably translated their abstracts. It could be said that the reader-oriented way was affected by the translators' style. In contrast, writers of English department masters' theses abstracts tended to use more writer-oriented hedges to hide their projection impersonally. Besides, during the analysis process, grammatical errors were found in the Indonesian department masters' abstracts. Grammatical and hedging introduction ought to be taught in Indonesian

graduates' program to enhance student's skill in translation or synthesize English text.

There were also found devices referring to boosters, both of department abstracts. Therefore, the present research suggests that future studies can conduct mix method to examine hedges and boosters with quantitative and qualitative approach, then analyze deeper and explain clearly.

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