



**THE EFFECT OF USING NEUROLINGUISTIC PROGRAMMING (NLP) TOWARDS SPEAKING SKILL AT TENTH GRADE OF SMK WIRA BUANA DEPOK**

**Thesis**

Submitted to complete the requirements of  
achieving a college English Education Degree

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**ENGLISH EDUCATION PROGRAM  
FACULTY OF LANGUAGE AND ART  
UNIVERSITY OF INDRAPRASTA PGRI**

**2016**

For  $\alpha = 0,05$  and  $dk = 19$  obtained from price table of  $t = 1,73$  whereas  $t_{count} = 9,26$ . Thus  $t_{count} > t_{table}$ . This means that reject  $H_0$ , accept  $H_1$ . Thus it can be concluded, that the results of students speaking given NLP method affects positively significantly compared to the students given conventional method.

#### D. Discussion of Research Results

After the data entered has been processed using statistic, obtained that students given NLP method, the average value is amounted to 64,76 with a standard deviation of 9,43. While the students given conventional method, obtained average value amounted to 43,61 with a standard deviation of 12,83. From here it can be seen that students given NLP method are better than students given conventional model. Students taught using NLP method have an average of learning outcomes better.

Based on testing using a test normality Liliefors where  $L_{0,05(21)} = 0,193$  obtained  $L_0 = 0,1813$  in students given conventional method and  $L_0 = 0,1288$  in value of speaking given NLP method thus  $L_0 < L_{tabel}$  then  $H_0$  is accepted at  $\alpha = 0,05$ . Thus we can conclude that the sample comes from populations with normal distribution. From the testing of homogeneity of samples to determine whether the sample group is derived from a homogeneous group or not, obtained  $F_{hitung} < F_{tabel}$  ( $1,48 < 2,12$ ), then the two groups of homogeneous samples.

Then, once held hypothesis testing of  $t$  price obtained from the calculation of 9,26. Meanwhile, according to the criteria of hypothesis testing,  $H_0$  is accepted if  $t_{\text{count}}$  is between positive and negative value from  $t_{\text{table}}$ . Will be tested whether the value of  $t_{\text{count}}$  is included in the area of acceptance or not,  $t_{\text{calculation}}$  amounted to 9,26 more than 1,73. Thus we can conclude that the null hypothesis is rejected and the research hypothesis is accepted at significance level of 5% ( $\alpha = 0,05$ ). This study therefore has successfully tested the truth of the hypothesis, namely that there is a difference between the results of students' speaking in an interview of the results of speaking using NLP method with students given conventional method. The results of speaking is the ability to communicate in speaking English that can be felt through the form of fluency in English, able to optimize the students speaking English, and the values achieved by students as a result of the learning process in schools. The result of speaking English is something obtained after performing the process of speaking English related to human grammar.

In realizing good speaking results it is necessary for the presence of the proper method, one of them is using NLP method. Learning using NLP involves students with important activities that help them to connect academic learning with real life contexts they face. By linking the two, the students see the meaning in school.

From the above discussion it is clear about the notion of learning NeuroLinguistics Programming (NLP), which has become a technology of mind of the most popular and used by many people in the world. NLP is a model of

human excellence. Contains a set of advanced techniques and attitude for overall use of the resources of mind, mental, and physical. NLP provides the ability to change, adopt or eliminate behaviors as desired, and provide the ability to choose their own mental state, emotional, and physical condition.

Based on the above description, it can be concluded that there is significant influence of NLP method against English-speaking students. The average English-speaking students taught using NLP method better than students taught using conventional method.

**Table of Analysis**  
**Categories of Hedging Devices**

Data Source No. : S4

Title : THE EFFECT OF USING NEUROLINGUISTIC PROGRAMMING (NLP) TOWARDS SPEAKING SKILL AT TENTH GRADE OF SMK WIRA BUANA DEPOK

Author : Mirnawati

Year of Publication : 2016

Published in : Universitas Indraprasta Jakarta

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
S4	From here, it <b>can</b> be seen that students given NLP method are better than students given conventional method. (p.55)	can	shields	Self-protection from consequences of inappropriate claims
	Students taught using NLP method have an <b>average</b> of learning outcomes better. (p.55)	average	approximators	Showing the author's consideration of the degree of precision
	Thus we <b>can</b> conclude that the sample comes from populations with normal distribution. (p.55)	can	shields	Self-protection from consequences of inappropriate claims
	Thus <b>we can conclude</b> that the sample comes from populations with normal distribution. (p.55)	we can conclude	The authors' personal doubt and direct involvement	Showing the author's consideration of the degree of precision
	Thus we <b>can</b> conclude that the null hypothesis is rejected and the research hypothesis is accepted at significance level of 5%. (p.56)	can	shields	Self-protection from consequences of inappropriate claims
	Thus <b>we can conclude</b> that the null hypothesis is rejected and the research hypothesis is accepted at significance level of 5%. (p.56)	we <b>can</b> conclude	The authors' personal doubt	Showing the author's consideration of the degree of precision

		and direct involvement	
The results of speaking is the ability to communicate in speaking English that <b>can</b> be felt through the form of fluency in English ... (p.56)	can	shields	Self-protection from consequences of inappropriate claims
The result of speaking English is <b>something</b> obtained after performing...(p.56)	something	approximators	Showing the author's consideration of the degree of precision
NLP has become a technology of mind of the most popular and used by <b>many</b> people in the world. (p.56)	many	approximators	Showing the author's consideration of the degree of precision
Based on the above description, it <b>can</b> be concluded that there is significant influence on NLP method against English-speaking students. (p.57)	can	shields	Self-protection from consequences of inappropriate claims
The <b>average</b> English speaking students taught using NLP method better than students taught using conventional method. (p.57)	average	approximators	Showing the author's consideration of the degree of precision

### Total Categories of Hedging Devices Identified

Data Source No. : S4

Title : THE EFFECT OF USING NEUROLINGUISTIC PROGRAMMING (NLP) TOWARDS SPEAKING SKILL AT TENTH GRADE OF SMK WIRA BUANA DEPOK

Author : Mirnawati

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Categories of Hedging Devices					Total
Shields	Approximators	The authors' personal doubt and direct involvement	Emotionally-charged intensifiers	Compound Hedges	
5	4	2	0	0	11

## Data Sources S6

### 4.2 Discussions

#### *Research Question 1: How does metalinguistic corrective feedback work to increase students' quality of writing?*

The first research question deals with how metalinguistic corrective feedback works to help students improve their writing. Overall, the number of grammatical errors decreased from the first draft to the third draft for each category. From the first draft to the second draft, the decreasing of grammatical errors were 4.37% for the verb, 1.84% for the noun, 3.46% for the article, 0.88% for the word, and 3.93% for the sentence structure. From the second draft to the third draft, the decreasing of grammatical errors were 0.51% for the noun, 1.98% for the article, 0.47% for the word, and 3.51% for the sentence structure. In other words, the quality of students' writing regarding the language features improved from the first draft to the third draft. In term of content, from the first draft to the second draft, the increasing of the content average was 58.5. Meanwhile, from the second draft to the third draft, the increasing of the content average was 37. So, the quality of students' writing regarding the writing contents also improved from the in drafts.

The findings revealed that the students' writing regarding the language features and contents improved from the first draft to the third draft. These findings were in line with what Fathman and Whalley (1990) found that when feedback on grammar and content were given, all students improved grammatical accuracy and content of their writing in draft. 48



While most students decreased their errors in the second draft, it was interesting to note that in the case of some students (e.g Humaeroh and Woroshinto), more grammatical errors (not in all categories) were found increasing in the second draft. Regarding with this, it can be explained that when feedback on content was given, the content was revised. In turns, it influenced both the content and the language features of students' writing.

This study used a specific comment on students' content. As the result, the students were required to change and/or add more ideas to elaborate their paragraphs or to eliminate the unnecessary ideas to make the paragraphs become cohesive and coherent. Such activity, revising content, influenced the verbs, nouns, articles, words used and sentence structure in the paragraphs. Once the content or ideas in the paragraphs had been firm, the students could focus more on the grammatical errors found in their writing. Therefore, when it was given feedback for the second time, those students (e.g Humaeroh and Woroshinto) could decrease their errors on their third (final) draft.

***Research Question 2: To what extent does metalinguistic corrective feedback improve students' writing?***

The second research question seeks answers to what extent metalinguistic feedback improve students' writing. This question was answered by examining students' writing in the new piece of writing. Despite the decreasing of students' grammatical errors found in the drafts, the findings revealed that most students increased their grammatical errors in the new piece of writing, except for the use 49

of article and sentence structure. It occurred because the students were likely to have been familiar with the rule-based functions of articles and sentence structure (comma slices, run-ons, and fragment) at the beginning of the study.

The findings of this study were somewhat similar with the previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008). The previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008) found that metalinguistic corrective feedback improved students' new piece of writing, particularly for the article. In other words, the metalinguistic feedback given was effective in term of the use of article for both short and long term.

However, to some other extents, the findings of this study were different with the previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008). The difference in findings might be explained by the language features examined. The previous studies examined two relatively simple function of English articles. Meanwhile, this study examined more comprehensive result of writing, involving five categories of language features and the contents. This study found that when the students were given feedback on language features and contents, they would break their focus on some things (language features and contents) as a unity. Meanwhile, when the feedback targeted a single linguistic feature, it could make the students focused more on the errors and make the errors salient (Han, 2002; Nicholas, Lightbown, & Spada, 2001). As the result, it could increase the feedback's effectiveness (Doughty & Varela, 1998; Muranoi, 2000). 50

Another difference in findings might also be explained by the test instruments used. The previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008) used some structured (closed) texts ( e.g. speeded dictation test and error correction test, see on Sheen (2007)) as their instruments. Such instruments made the teacher easier to give feedback and made the students easier to identify the errors. The students were required to focus on the grammatical rule of article only in the sentences given. Meanwhile, this study used opened texts as an instrument. Opened texts mean that the students were required to make a writing based on the topic determined. Such instrument required a greater skill of students to make a real context of the writing by considering the use of language features and contents, not only limited in the level of sentences and the function of a specific feature.

In terms of writing content, the content scores of 0.08% students (e.g. Israh and Woroshinto) were found decreasing. It was not in line with what was found in the drafts. The decreasing of content scores occurred because the writing content of those students were not appropriate with the topic determined in the test. Such mistake influenced all ideas stated in the paragraphs. Consequently, the writing content did not support the topic given.

## Table of Analysis

### Categories of Hedging Devices in Discussion Sections of *Skripsi*

Data Source No. : S6

Title : TEACHER'S METALINGUISTIC CORRECTIVE FEEDBACK ON STUDENTS' WRITING

Author : Yunita Nur' Aini

Year of Publication : 2016

Published in : UNIVERSITAS NEGERI JAKARTA

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
S6	<b>Overall</b> , the number of grammatical errors decreased from the first draft to the third draft for each category.(p.47)	overall	approximators	Showing the author's consideration of the degree of precision
	While <b>most</b> students decreased their errors in the second draft, ..(p.48)	most	approximators	Showing the author's consideration of the degree of precision
	..it was interesting to note that in the case of <b>some</b> students (e.g Humaeroh and Woroshinto), more grammatical errors (not in all categories) were found increasing in the second draft. (p.48)	some	approximators	Showing the author's consideration of the degree of precision
	..it was interesting to note that in the case of some students (e.g Humaeroh and Woroshinto), <b>more</b> grammatical errors (not in all categories) were found increasing in the second draft.(p.48)	more	approximators	Showing the author's consideration of the degree of precision
	Regarding with this, it <b>can</b> be explained that when feedback on content was given, the content was revised.(p.48)	can	Shields	Self-protection from consequences of inappropriate claims
	Once the content or ideas in the paragraphs had been firm, the students <b>could</b> focus more on the grammatical errors found in their writing.(p.48)	could	Shields	Self-protection from consequences of inappropriate claims
	Despite the decreasing of students' grammatical errors found in the drafts, the findings revealed that <b>most</b> students increased their grammatical errors in the new piece of writing,..(p.48)	most	approximators	Showing the author's consideration of the degree of precision
	It occurred because the students were <b>likely</b> to have been familiar with the rule-based functions of articles and sentence	likely	Shields	Self-protection from consequences of inappropriate claims

structure (comma slices, run-ons, and fragment) at the beginning of the study.(p.49)			
The findings of this study were <b>somewhat</b> similar with the previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008). (p.49)	somewhat	Shields	Self-protection from consequences of inappropriate claims
However, <b>to some other extents</b> , the findings of this study were different with the previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008). (p.49)	<b>to some other extents</b>	approximators	Showing the author's consideration of the degree of precision
The difference in findings <b>might</b> be explained by the language features examined.(p.49)	might	Shields	Self-protection from consequences of inappropriate claims
Meanwhile, this study examined <b>more</b> comprehensive result of writing, involving five categories of language features and the contents.(p.49)	more	approximators	Showing the author's consideration of the degree of precision
This study found that when the students were given feedback on language features and contents, they <b>would</b> break their focus on some things (language features and contents) as a unity..(p.49)	would	Shields	Self-protection from consequences of inappropriate claims
Meanwhile, when the feedback targeted a single linguistic feature, it <b>could</b> make the students focused more on the errors and make the errors salient (Han, 2002; Nicholas, Lightbown, & Spada, 2001)..(p.49)	could	Shields	Self-protection from consequences of inappropriate claims
As the result, it <b>could</b> increase the feedback's effectiveness (Doughty & Varela, 1998; Muranoi, 2000)..(p.49)	could	Shields	Self-protection from consequences of inappropriate claims
Another difference in findings <b>might</b> also be explained by the test instruments used.(p.50)	might	Shields	Showing the author's consideration of the degree of precision
The previous studies (Sheen, 2007; Bitchener, 2008; Bitchener and Knoch, 2008) used <b>some</b> structured (closed) texts ( e.g. speeded dictation test and error correction test, see on Sheen (2007)) as their instruments. (p.50)	some	approximators	Showing the author's consideration of the degree of precision

**Total Categories of Hedging Devices in Discussion Sections of *Skripsi***

Data Source No. : S6

Title : TEACHER'S METALINGUISTIC CORRECTIVE FEEDBACK ON STUDENTS' WRITING

Author : Yunita Nur' Aini

Year of Publication : 2016

Published in : UNIVERSITAS NEGERI JAKARTA UNJ

<b>Categories of Hedging Devices</b>					<b>Total</b>
<b>Shields</b>	<b>Approximators</b>	<b>The authors' personal doubt and direct involvement</b>	<b>Emotionally-charged intensifiers</b>	<b>Compound Hedges</b>	
9	8	0	0	0	17

**THE EFFECTIVENESS OF JIGSAW TECHNIQUE IN IMPROVING STUDENTS' READING SKILL IN DESCRIPTIVE TEXT OF  
THE SEVENTH GRADE AT SMP KUNTUM WIJAYA KUSUMA JAKARTA IN 2015/2016 ACADEMIC YEAR**

**A PAPER**

**Submitted as a Partial Fulfillment of  
the Requirements for the Degree of  
*Sarjana Pendidikan***



**Pietra Yunia Irawaty**

**1401067008**

**THE STUDY PROGRAM OF ENGLISH EDUCATION  
THE SCHOOL OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA  
JAKARTA  
2016**

## Data Sources S11

### D. Discussion of the Research Result

In the previous discussion, the writer had explained the process of finding the computation of t-test formula clearly. As the result, t-observed of experiment class was 2.19 and t-table was 1.70. Then, the writer obtained the score of t-table the table of t-distribution percentile score with  $df = 0.05$  (the probability 0.95), and  $n - 1 = 29$ . The writer could conclude that  $t_o$  (2.19) was higher than  $t_t$  (1.70). It means that  $H_i$  was accepted. Thus, there is significant effectiveness of using jigsaw technique in improving students' reading skill.

There were some facts that were found during the observation in the class related to the teaching and learning reading in the class for junior high school level especially for seventh grade students of SMP Kuntum Wijaya Kusuma. For example, the situation in the class should be the first concerned of the teachers before they want to start the class. We can make a good situation by using ice breaking in the beginning of the class. Besides, enjoyable and cheerful situation can motivate students to learn better. It will be easier for students to learn descriptive text in reading. In addition, the process of teaching and learning reading using jigsaw technique was going almost smoothly, and most of the students were enthusiastic. The implementation of jigsaw technique in improving students' reading skill of the seventh grade could be done effectively.



## Table of Analysis

### Categories of Hedging Devices in Discussion Sections of *Skripsi*

Data Source No. : S11

Title : THE EFFECTIVENESS OF JIGSAW TECHNIQUE IN IMPROVING STUDENTS' READING SKILL IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE AT SMP KUNTUM WIJAYA KUSUMA JAKARTA IN 2015/2016 ACADEMIC YEAR

Author : Pietra Yunia Irawati

Year of Publication : 2016

Published in : Uhamka, Jakarta

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
S11	There were <b>some</b> facts that were found during the observation in the class related to the teaching and learning reading in the class for junior high school level especially for seventh grade students of SMP Kuntum Wijaya Kusuma (P.58)	some	approximators	Showing the author's consideration of the degree of precision
	For example, the situation in the class <b>should</b> be the first concerned of the teachers before they want to start the class. (P.58)	should	shields	Self-protection from consequences of inappropriate claims
	We <b>can</b> make a good situation by using ice breaking in the beginning of the class (P.58)	can	shields	Self-protection from consequences of inappropriate claims
	Besides, enjoyable and cheerful situation <b>can</b> motivate students to learn better.(P.58)	can	shields	Self-protection from consequences of inappropriate claims
	It <b>will</b> be easier for students to learn descriptive text in reading (P.58)	will	shields	Self-protection from consequences of inappropriate claims

In addition, the process of teaching and learning reading using jigsaw technique was going <b>almost</b> smoothly, and most of the students were enthusiastic. (P.58)	almost	approximators	Showing the author's consideration of the degree of precision
In addition, the process of teaching and learning reading using jigsaw technique was going almost smoothly, and <b>most</b> of the students were enthusiastic.(P.58)	most	approximators	Showing the author's consideration of the degree of precision

**Total Categories of Hedging Devices Identified in Discussion Sections of *Skripsi***

Data Source No. : S11

Title : THE EFFECTIVENESS OF JIGSAW TECHNIQUE IN IMPROVING STUDENTS' READING SKILL IN DESCRIPTIVE TEXT OF THE SEVENTH GRADE AT SMP KUNTUM WIJAYA KUSUMA JAKARTA IN 2015/2016 ACADEMIC YEAR

Author : Pietra Yunia Irawati

Year of Publication : 2016

Published in : Uhamka, Jakarta

Categories of Hedging Devices					Total
Shields	Approximators	The authors' personal doubt and direct involvement	Emotionally-charged intensifiers	Compound Hedges	
4	3	0	0	0	7



**THE EFFECT OF TEACHING METHOD AND EMOTIONAL  
INTELLIGENCE TOWARDS STUDENT'S SPEAKING SKILL**

**(Experiment at Private Vocational High School in Depok)**

THESIS

Submitted as partial fulfillment  
Of the requirement of Thesis

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**DEPARTMENT OF ENGLISH EDUCATION  
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2015

**4) The Effect of Student's Speaking Skill studying result by Teaching Method with Conventional Learning and High Emotional Intelligence with Student's Speaking Skill of Teaching Method with Conventional Learning and Low Emotional Intelligence (A2B1 dan A2B2)**

The average result of student's speaking skill by conventional method and high emotional intelligence (A2B1) is 76,20 higher than the average result of student's speaking skill by conventional method and low emotional intelligence (A2B2) the value is only 74,75.

Based on the accounting by using Tukey test, the value of Sig.  $0,003 < 0,05$ , so  $H_0$  is rejected, and it is concluded that there is difference of student's speaking skill result by conventional method and high emotional intelligence with student's speaking skill by Community Language Learning method and low emotional intelligence in SMK Ekonomika Depok and SMK Al Muhtadin Depok.

#### **E. Discussion**

Based on the results of data processing and testing of the hypotheses that have been described above, then we can describe as follow:

- 1. There is an effect of Teaching Method toward Student's Speaking skill in SMK Ekonomika and SMK Al-Muhtadin Depok are Significantly**

Teaching learning is an educative activity. While connected to teaching method, H.D. Brown, give the definition as a generalized set of class room specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students role and behaviors and secondary with such feature as linguistic and subject-matter objectives, sequencing, and materials. They are always thought as being broadly applicable to variety of audiences in a variety of contexts. Basically, the student's speaking skill ability in SMK Ekonomika and SMK Al Muhtadin Depok is not really low. It is seen from the value of their speaking test. Most of student's of both schools, don't practice their language and have difficulty in practicing their speaking. Based on the observation done, most of students feel afraid of making mistakes in their speaking. The student's don't have self confident in practicing speaking. The problems of the student's can be solved by choosing and applying the appropriate teaching method in conveny speaking class activities. All aims to remove the anxiety from learning by changing the relationship between the teachers and the student's. In this applying, the teacher see the student's as whole persons, where their feeling intellect, interpersonal relationship, proactive rections, and desire to learn are addressed and balance.

So, by applying CLL, the class as a community, and thus the teacher as more facilitator than teacher and hopefully, it will decrease the uncomfortable feeling of the student's and increase the student's confidence to practice the speaking feely and the studying result shows that community

language learning method can increase the studying result of the student's in SMK Ekonomika dan SMK Al Muhtadin Depok.

Based on the result of the research, teaching method has positive influence towards Student's Speaking Skill in SMK Ekonomika Depok and SMK AT Muhtadin Depok.

**2. There is an Effect of Emotional Intelligence Towards Student's Speaking Skill in SMK Ekonomika and SMK Al Muhtadin Depok are Significantly**

According to Howard Gardner, a human intellectual competence must entail a set of skills of problem solving. Enable the individual to resolve genuine problems or difficulties that they encounter and, when appropriate to create an effective product and must also entail the potential for finding or creating problems. And there by laying the groundwork for the acquisition of new knowledge. The purpose of language learning is to develop the communicative ability. Hymes (in Joko Nurkamto, 291) stated that communicative ability based on the internalized knowledge (tacit knowledge) and the ability to use the language. Those two abilities, related to our parameters, those are grammatically, feasibility, appropriacy, and accepted usage. For those four factors the student's considered as the complicated and difficult things that make English become so hard to be mastered specially for speaking aspects. According to Brown, in teaching by Principles, an interactive approach to language pedagogy, we as teacher should know some principles in language learning. One of the principles is "Affective Principles". We now turn to

attention to those principles that are characterized by a large proportions of emotional involvement. Those affective principles are: language ego, self confidence, and risk taking. From the explanation above, we can take one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurring out are wrong, stupid, or incomprehensible. Because of the language ego that inform people that "you are what you speak". Learners are reluctant to be judged by hearers. So the ability to overcome those obstacles or the good emotional intelligence will help the student's to free themselves from the fear, ashamed, or not confident to speak. It means that the emotional intelligence level of the students influence the students speaking skill.

Based on the result of the research, Emotional Intelligence has the positive effect towards student's speaking skill in SMK Ekonomika Depok and SMK Al Muhtadin Depok.

### **3. There are Interaction Effects of Teaching Method and Emotional Intelligence Towards Student's Speaking skill in SMK Ekonomika and SMK Al Muhtadin Depok.**

As stated above, that purpose of language learning is to develop the communicative ability. It means that, the learners who study is studying language want to be able to speak or make communication. That becomes one of the orientation of the learners in SMK Ekonomika Depok and SMK Al Muhtadin Depok. The teaching learning process of the school hope fully will derive the student able to use their speaking skill in their daily speaking. How

ever the observation that was done before doing research, show that the implementation of English speaking was not run well, it can be happened because most of the students face some obstacles to practice the ability. The student of SMK Ekonomika Depok and SMK Al Muthadin Depok have no confidence and afraid of making mistakes in speaking. Here we can conclude that the student to overcome their problems. Teacher have to help the students to overcome their problems by pay attention to students emotional intelligence and try to find an appropriate method in teaching speaking skill. The emotional intelligence of SMK Ekonomika Depok and SMK Al Muthadin Depok are variety, it was found 30 student who have high emotional intelligence that is thought by using teaching method CLL and the speaking ability is good or high level. Then, the students thought by using conventional method even they have high emotional intelligence, the speaking ability still under the class who taught by using CLL. And we found the difference speaking ability of the students high emotional intelligence that was thought by CLL and the students with low emotional intelligence that was thought by using CLL. The same thing we found in the control class who was thought by using conventional method.

From the research we can say that teaching method and emotional intelligence give the significant effects toward students's speaking skill in SMK Ekonomika Dpoko and SMK Al Muthadin Depok.



#### **F. The weaknesses of Research**

It is realized, that in this research there are some weaknesses, either in finishing process or the result gotten, and it is considered as the researcher weaknesses, those are:

1. This research used questions, questionnaire, and treatment to be the instrument to collect the data, which is the questions answering choice derived the students to choose only the provided choices, meanwhile, maybe the choices is not appropriate and the tasks is not perfect
2. This research was done in SMK Ekonomika Depok and SMK Al Muhtadin, while in Depok still there are many others schools either state school, or private senior highschools that haven't been researched.

## Table of Analysis

### Categories of Hedging Devices in Discussion Section of master theses

Data Source No. : T2

Title : THE EFFECT OF TEACHING METHOD AND EMOTIONAL INTELLIGENCE TOWARDS STUDENT'S SPEAKING SKILL

Author : Muhamad Samsul Khaeri

Year of Publication : 2015

Published in : Universitas Indraprasta, Jakarta

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
T2	Methods <b>tend</b> to be concerned primarily with the teacher and students role and behaviors and secondary with such feature as linguistic and subject-matter objectives, sequencing, and materials. (p.70)	tend	shields	Self-protection from consequences of inappropriate claims
	They are <b>always</b> thought as being broadly applicable to variety of audiences in a variety of contexts. (p.70)	always	approximators	Showing the author's consideration of the degree of precision
	They are always thought as being <b>broadly</b> applicable to variety of audiences in a variety of contexts. (p.70)	broadly	approximators	Showing the author's consideration of the degree of precision
	<b>Most</b> of the students' of both schools, don't practice their language and have difficulty in practicing their speaking. (p.70)	Most	approximators	Showing the author's consideration of the degree of precision
	Based on the observation done, <b>most</b> of students feel afraid of making mistakes in their speaking. (p.70)	Most	approximators	Showing the author's consideration of the degree of precision
	The problems of the students <b>can</b> be solved by choosing and applying the appropriate teaching method in conveney speaking class activity. (p.70)	can	shields	Self-protection from consequences of inappropriate claims
	So by applying CLL, the class as a community, and this the teacher as more facilitator than teacher and hopefully, it <b>will</b> decrease the uncomfortable feeling of the students' and	will	shields	Self-protection from consequences of inappropriate claims

increase the student's confidence to practice the speaking freely and the studying result shows that community language learning method can increases the studying result of the student's in SMK Ekonomika and SMK Al Muhtadin Depok. (p.70)			
So by applying CLL, the class as a community, and this the teacher as more facilitator than teacher and hopefully, it <b>will</b> decrease the uncomfortable feeling of the students' and increase the student's confidence to practice the speaking freely and the studying result shows that community language learning method <b>can</b> increases the studying result of the student's in SMK Ekonomika and SMK Al Muhtadin Depok. (p.71)	can	shields	Self-protection from consequences of inappropriate claims
According to Howard Gardner, a human intellectual competence <b>must</b> entail a set of skills of problem solving. (p.71)	must	shields	Self-protection from consequences of inappropriate claims
According to Brown, in teaching by principles, an interactive approach to language pedagogy, we as a teacher <b>should</b> know some principles in language learning. (p.71)	should	shields	Self-protection from consequences of inappropriate claims
According to Brown, in teaching by principles, an interactive approach to language pedagogy, we as a teacher should know <b>some</b> principles in language learning. (p.71)	some	approximators	Showing the author's consideration of the degree of precision
From the explanation above, we <b>can</b> take one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of burning out are wrong, stupid, and incomprehensible. (p.72)	can	shields	Self-protection from consequences of inappropriate claims
From the explanation above, <b>we can take</b> one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of burning out are wrong, stupid, and incomprehensible. (p.72)	<b>we can take</b>	The authors' personal doubt and direct involvement	Self-protection from consequences of inappropriate claims
So the ability to overcome those obstacles or the good emotional intelligence <b>will</b> help the students to free themselves from the fear, ashamed, or not confident to speak. (p.72)	will	shields	Self-protection from consequences of inappropriate claims

It <b>can</b> be happened because most of the students face some obstacles to practice the inability. (p.73)	can	shields	Self-protection from consequences of inappropriate claims
It can be happened because <b>most</b> of the students face some obstacles to practice the inability. (p.73)	most	approximators	Showing the author's consideration of the degree of precision
Here we <b>can</b> conclude that the student to overcome their problems. (p.73)	can	shields	Self-protection from consequences of inappropriate claims
Here <b>we can conclude</b> that the student to overcome their problems. (p.73)	we can conclude	The authors' personal doubt and direct involvement	Self-protection from consequences of inappropriate claims
And <b>we found</b> the difference speaking ability of the students high emotional intelligence...(p.73)	we found	The authors' personal doubt and direct involvement	Self-protection from consequences of inappropriate claims
From the research we <b>can</b> say that teaching method and emotional intelligence give the significant effects toward students' speaking skill in SMK Ekonomika Depok and SMK Al Muhtadin Depok.(p.73)	can	shields	Self-protection from consequences of inappropriate claims
From the research <b>we can say</b> that teaching method and emotional intelligence give the significant effects toward students' speaking skill in SMK Ekonomika Depok and SMK Al Muhtadin Depok. (p.73)	we can say	The authors' personal doubt and direct involvement	Self-protection from consequences of inappropriate claims

### Total Categories of Hedging Devices Identified in Discussion Section of Master Theses

Data Source No. : T2

Title : THE EFFECT OF TEACHING METHOD AND EMOTIONAL INTELLIGENCE TOWARDS STUDENT'S SPEAKING SKILL

Author : Muhamad Samsul Khaeri

Year of Publication : 2015

Published in : Universitas Indraprasta, Jakarta

Categories of Hedging Devices					Total
Shields	Approximators	The authors' personal doubt and direct involvement	Emotionally-charged intensifiers	Compound Hedges	
11	6	4	0	0	21

# IMPROVING READING COMPREHENSION USING WEB-BASED INSTRUCTION



*Building  
Future  
Leaders*

**YUSUP SUPRIYONO**  
2236129463

A Thesis

Submitted in Partial Fulfillment of the Requirements for The Degree of *Magister Pendidikan Bahasa Inggris*

**MAGISTER PROGRAM OF ENGLISH EDUCATION  
FACULTY OF LANGUAGE AND ART  
STATE UNIVERSITY OF JAKARTA  
2016**

## **Data Sources T7**

### **B. Discussion**

Dealing with the data resulted from the five instruments (observation, journals, document, test and questionnaire) and qualitative and quantitative analysis results. Some ideas emerge concerns addressing to answer the research questions. The use of Web based instruction in reading learning has given great impacts to the quality of learning conveyed by students.

The data analysis showed students have good responsibility or awareness to have mindful learning (R1, R2, R3, R5, R 6, R8, R11, R12, R13, R15, R17, R19, R20, R21, R22, R23, R25, R26, R28, and R29). This is in line with Aiden Yeh, 2007 in Egbert, Joy and Elizabeth Hanson-Smith, 200) who claimed that learners are guided to attend mindfully to the learning process and learners' autonomy is supported in which the students given freedom to choose, plan, monitor, execute, evaluate, and take responsibility for their learning (Little, 1991; Pintrich, 1999, Boud, 1998; Fazey and Fazey, 2001, as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007).

In addition, they see Web based instruction can enable them to use unlimited material from relevant reading resources and enlarge their content and technological knowledge (R5, R6, R7, R8, R16, R12, R17, R18, R20, R21, and R26). This is what is intended by technology integrated in learning in which internet can give students immediate access to encyclopedia, e-books, e-journals, data bases for research, and many other useful resources and provide highly motivating activities to aid class work and collaboration and further communication skills through computer-mediated communication (Richard-Amato, Patricia A., 2010) and the learners gain access to an unlimited source of authentic language as they engage in interaction with native and nonnative speakers of the contact language (Bolter, 1990; Herring 1996; Lemke, 1998, as cited in Egbert, Joy

and Elizabeth Hanson-Smith 2007) and using computers as communicative tools not only teaches computer language and skills but also helps students reach other language, academic, and sociocultural objectives. Richard-Amato, Patricia A (2010).

Besides, Webs can build them independent learning since relevant reading materials and standardized test can help them to find their own reading level and measure or evaluate their reading skill and be flexible method by which enlarging reading experiences can be acquired anywhere or anytime using technological tools, laptop or gadget (R1, R2, R3, R6, R9, R24, R15, R16, R18, R19, R20, R23, R24, R25, R27, R30). This is true seeing the view of some experts who stated students can work at their own speed, engage in a variety of learning activities, and have access to class participants and materials at all times.(Kramsch et al., 2000; as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007) and they, also, can practice their reading by checking exercises after they are done, move students gradually from easier to more difficult exercises according to their levels and abilities. (AlKahtani, 1999, as cited in Egbert, Joy 2005) using computer to provide individualized learning experiences, to help learners progress at their own pace, and to provide empirical evidence of knowledge acquisition (Kearsley (2000) as cited in Dabbagh, Nada, and Brenda Bannan-Ritland, 2005).

Furthermore, learning using Web based instruction build social traits as reflective learners to share knowledge to others (R5, R9, R30, R3, R18, R21, R15) This is in line with views of some experts who stated that the online environment promotes collaborative learning and community building (Jeon-Ellis et.al, 2005; L.Lee, 2004; Shneiderman, 2002b as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007) in the process of acquiring language skills, networked students can collaborate to discuss real-life topics. In these discussion, they help each other learn how to



explain and defend their thoughts and ideas which can foster a sense of community and sharing. Jeon-Ellis et al., 2005; Jepson, 2005; Jiang & Ramsay, 2005; L. Lee, 2004 as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007).

The last, Web based instruction encourages students to do self-assessment or evaluate their reading progress and build self-confidence in which they can get some practices from selected webs and do improvement. This is in line with Anggarwal, Anil ( 2003) who stated that assessment gives students the opportunity to discover their own weaknesses and encourage them to strive for improvement to achieve their learning goals.

However, it doesn't mean language teaching using technology is easy or it doesn't face obstacles. Some points should be necessary concerned as the experience of this research carried out, such as: technology tools, internet connection, students' technology knowledge, mindset, and management of Web based Instruction employment in language learning.

Availability of technology tools becomes very crucial in undertaking Web based instruction, then technology based language learning can be carried out. Computer becomes primary tool that students can maximize their learning (reading) experience. Portable gadget, laptop or android becomes very necessary they can learn anytime and anywhere since internet connection available. So, make sure that those stuffs available for them.

The other problem is internet connection. It is significant to Technological-aided learning or Web based instruction. Mostly, students complain when they got lost of internet connection, particularly in online test or they need to search some information from Webs.

Technology knowledge or skills is also important to cope technological-aided learning. Technology skills intended are operational, informational and strategic skills.

The last is students' mindset toward technology in language learning. Since technological-aided learning needs more students' responsibility or awareness of their learning activity, a language teacher should be able to keep them struggling to study in challenging learning circumstances and inform the power of technology to succeed their learning. In the middle of the program, they, possibly, face problem with their learning. They feel bored, tired, and, sometimes, indiscipline. So, the teacher should be reflective and control them to keep them on the right track and finish the program well.

Employing Web based instruction in language learning needs procedure that will guide students what and how to do with technological-aided learning. This procedure should be comprehended and fulfilled by the students. Feeling bored, tired and indiscipline will ruin the effective procedure in gaining the goal or objective of a program. In case of this problem, the teacher should monitor students' works and motivate them to keep on the track as the procedure proposes.

## Table of Analysis

### Categories of Hedging Devices in Discussion Section of Master Theses

Data Source No. : T7

Title : IMPROVING READING COMPREHENSION USING WEB-BASED INSTRUCTIONS (A Classroom Action Research at The Fourth Semester of English Education Department of State University of Siliwangi)

Author : Yusup Supriyono

Year of Publication : 2016

Published in : UNJ, Jakarta

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
T7	<b>Some</b> ideas emerge concerns addressing to answer the research questions. (p.101)	Some	approximators	Showing the author's consideration of the degree of precision
	This is in line with Aiden Yeh, 2007 in Egbert, Joy and Elizabeth Hanson-Smith, 200) who <b>claimed</b> that learners are guided to attend mindfully to the learning process...(p.101)	claimed	shields	Self-protection from consequences of inappropriate claims
	In addition, they see Web based instruction <b>can</b> enable them to use unlimited material from relevant reading resources and enlarge their content and technological knowledge (R5, R6, R7, R8, R16, R12, R17, R18, R20, R21, and R26). (p.102)	can	shields	Self-protection from consequences of inappropriate claims
	This is what is <b>intended</b> by technology integrated in learning in which internet can give students immediate access to encyclopedia, e-books, e-journals, data bases for research, and many other useful resources (p.102)	intended	shields	Self-protection from consequences of inappropriate claims
	This is what is intended by technology integrated in learning in which internet <b>can</b> give students immediate access to encyclopedia, e-books, e-journals, data bases for research, and many other useful resources (p.102)	can	shields	Self-protection from consequences of inappropriate claims

This is what is intended by technology integrated in learning in which internet can give students immediate access to encyclopedia, e-books, e-journals, data bases for research, and <b>many</b> other useful resources (p.102)	many	approximators	Showing the author's consideration of the degree of precision
Besides, Webs <b>can</b> build them independent learning...(p.102)	can	shields	Self-protection from consequences of inappropriate claims
...since relevant reading materials and standardized test <b>can</b> help them to find their own reading level and measure or evaluate their reading skill (p.102)	can	shields	Self-protection from consequences of inappropriate claims
...and be flexible method by which enlarging reading experiences <b>can</b> be acquired anywhere or anytime using technological tools, laptop or gadget. (p.103)	can	shields	Self-protection from consequences of inappropriate claims
This is true seeing the view of <b>some</b> experts who stated students can work at their own speed, engage in a variety of learning activities,...(p.103)	some	approximators	Showing the author's consideration of the degree of precision
This is true seeing the view of some experts who stated students <b>can</b> work at their own speed, engage in a variety of learning activities,...(p.103)	can	shields	Self-protection from consequences of inappropriate claims
and they, also, <b>can</b> practice their reading by checking exercises after they are done,(p.103)	can	shields	Self-protection from consequences of inappropriate claims
This is in line with views of <b>some</b> experts who stated that the online environment promotes collaborative learning and community building (p.103)	some	approximators	Showing the author's consideration of the degree of precision
in the process of acquiring language skills, networked students <b>can</b> collaborate to discuss real-life topics. (p.103)	can	shields	Self-protection from consequences of inappropriate claims
In these discussion, they help each other learn how to explain and defend their thoughts and ideas which <b>can</b> foster a sense of community and sharing. (p.104)	can	shields	Self-protection from consequences of inappropriate claims
The last, Web based instruction encourages students to do self-assessment or evaluate their reading progress and build self-confidence in which they <b>can</b> get some practices from selected webs and do improvement. (p.104)	can	shields	Self-protection from consequences of inappropriate claims
<b>Some</b> points should be necessary concerned as the experience of this research carried out,...(p.104)	some	approximators	Showing the author's consideration of the degree of precision

Some points <b>should</b> be necessary concerned as the experience of this research carried out,...(p.104)	should	shields	Self-protection from consequences of inappropriate claims
Computer becomes primary tool that students <b>can</b> maximize their learning (reading) experience. (p.104)	can	shields	Self-protection from consequences of inappropriate claims
<b>Mostly</b> , students complain when they got lost of internet connection,...(p.105)	mostly	approximators	Showing the author's consideration of the degree of precision
Mostly, students complain when they got lost of internet connection, particularly in online test or they need to search <b>some</b> information from Webs. (p.105)	some	approximators	Showing the author's consideration of the degree of precision
Technology skills <b>intended</b> are operational, informational and strategic skills. (p.105)	intended	shields	Self-protection from consequences of inappropriate claims
A language teacher <b>should</b> be able to keep them struggling to study in challenging learning circumstances and inform the power of technology to succeed their learning. (p.105)	should	shields	Self-protection from consequences of inappropriate claims
In the middle of the program, they, <b>possibly</b> , face problem with their learning. (p.105)	possibly	shields	Self-protection from consequences of inappropriate claims
They feel bored, tired, and, <b>sometimes</b> , indiscipline. (p.105)	sometimes	approximators	Showing the author's consideration of the degree of precision
So, the teacher <b>should</b> be reflective and control them to keep them on the right track and finish the program well. (p.105)	should	shields	Self-protection from consequences of inappropriate claims
Employing Web based instruction in language learning needs procedure that <b>will</b> guide students what and how to do with technological-aided learning. (p.105)	will	shields	Self-protection from consequences of inappropriate claims
This procedure <b>should</b> be comprehended and fulfilled by the students.(p.105)	should	shields	Self-protection from consequences of inappropriate claims
Feeling bored, tired and indiscipline <b>will</b> ruin the effective procedure in gaining the goal or objective of a program. (p.105)	will	shields	Self-protection from consequences of inappropriate claims
In case of this problem, the teacher <b>should</b> monitor students' works and motivate them to keep on the track as the procedure proposes. (p.106)	should	shields	Self-protection from consequences of inappropriate claims

### Total Categories of Hedging Devices Identified in Discussion Section of Master Theses

Data Source No. : T7

Title : IMPROVING READING COMPREHENSION USING WEB-BASED INSTRUCTIONS (A Classroom Action Research at The Fourth Semester of English Education Department of State University of Siliwangi)

Author : Yusup Supriyono

Year of Publication : 2016

Published in : UNJ, Jakarta

Categories of Hedging Devices					Total
Shields	Approximators	The authors' personal doubt and direct involvement	Emotionally-charged intensifiers	Compound Hedges	
22	8	0	0	0	30

**THE USE OF LEARNERS' DIARIES AS AN APPLICATION OF METACOGNITIVE STRATEGIES IN LEARNING *IF CLAUSES*  
ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA  
2013/2014 ACADEMIC YEAR**

**Thesis**



**by:**

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**Data Sources T11**

**B. Discussion**

Many previous studies have shown that reflective diaries are useful tools in facilitating reflection and reflective learning. The nature of diary writing itself requires the writer to think back on events taken place and provides opportunity to express personal's thoughts. Used in the academic context, reflective diaries provide opportunity for the students not only to think back on the learning activities, to explicitly and purposely identify what they have learned, but more importantly, to relate what they have learned to their teaching practice, evaluate their practice in light of theories, and formulate action plans for improvement. The very nature of a diary also allows students to search for and express their learning in a personal way, a learning that makes personal meaning and is useful in the student's own context. Reflective diaries, whether as a personal task, or as part of a portfolio, could be implemented as a learning and an assessment tool, which facilitation and assessment of reflection could be effectively achieved. The followings are the general discussion what the writer could describe from what she had obtained after conducting the study:

**1. Group 1**



From the diaries of this group, it was found that these students gradually focused more on language content and learning processes rather than the language use and their mental process. The learners from this group did not have any concrete goals to set up their learning. Even if they had some difficulties, they still expected the teacher's defense rather than modifying the strategies used.

Though the diaries helped them document the various learning approaches selected by the teacher, they did not engage those opportunities to provoke different strategies until they were truly in line with their progress they would accomplish. Their capability in monitoring was limited only in finding the mistakes they did but they failed to design new approach to resolve their oversights. They might not realize when they fail to plan means they plan to fail.

When they built a misunderstanding and uncertainty, they also did not try to clarify their confusion by finding some information. It was written also that they had only one or two strategies in learning and did not adjust another in different situation

## **2. Group 2**

In their first diary, all of them considered memorising the patterns to be the principal grammar learning strategy they commonly used. They more focused on the rules rather than how and when to use the patterns. They might have stumbled on finding the appropriate strategies for them.

Towards the end of the course, the students began to realise that merely memorising the rules would not assist them become more proficient. One possible reason is that diary-keeping had stimulated them students to rethink their strategy use. They found that they should have not only learned new patterns, but also learned how to use them.

Quite similar to the first group, the learners from this group did not have any specific plan as well in designing their next learning. They tended to hope that on next meeting, the teacher would explain something different in the classroom. They failed to pay more attention to the problems that they needed to overcome on the next meeting.

### **3. Group 3**

The results show that the students' awareness of the cognitive and affective factors influencing them could have positive effects on their language learning. From the diary data, it was written that it was difficult for students to become more self-directed when learning was planned. They had to assume improving responsibility for planning and regulating their own learning. However, comparing to the previous groups, the third group had better recognition to set up clear goals they would make. They could also predict what they would learn in the class as they found some sources before they learned. It also emerged that these students were able to think about the problems and became more mindful of their own information processing styles and emotional responses. Then, they used satisfactory strategies to get over their shortcomings. They also could modify their understanding and challenge themselves to find other sources in learning. Various grammar books, English library online, lyrics of the songs, Twitter, Facebook and so forth varied their learning If Clause. During learning the course, they also faced some problems that they had to overcome. However, even when they were anxious, they encouraged themselves to persevere. The awareness of the above affective factors led them to use new strategies to solve the problems.

## Table of Analysis

### Categories of Hedging Devices in Discussion Section of Master Theses

Data Source No. : T11

Title : THE USE OF LEARNERS' DIARIES AS AN APPLICATION OF METACOGNITIVE STRATEGIES IN LEARNING *IF CLAUSES* ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA 2013/2014 ACADEMIC YEAR

Author : Fidaniar Tiarsiwi

Year of Publication : 2016

Published in : Uhamka, Jakarta

Data No	Hedges Excerpts	Hedging Devices	Classification	Functions
T11	<b>Many</b> previous studies have shown that reflective diaries are useful tools in facilitating reflection and reflective learning. (P.71)	many	approximators	Showing the author's consideration of the degree of precision
	Reflective diaries, whether as a personal task, or as part of a portfolio, <b>could</b> be implemented as a learning and an assessment tool, which facilitation and assessment of reflection could be effectively achieved. (p.72)	could	shields	Self-protection from consequences of inappropriate claims
	Reflective diaries, whether as a personal task, or as part of a portfolio, could be implemented as a learning and an assessment tool, which facilitation and assessment of reflection <b>could</b> be effectively achieved. (p.72)	could	shields	Self-protection from consequences of inappropriate claims
	Even if they had <b>some</b> difficulties, they still expected the teacher's defense rather than modifying the strategies used. (p.72)	some	approximators	Showing the author's consideration of the degree of precision
	Though the diaries helped them document the <b>various</b> learning approaches selected by the teacher, they did not engage those	various	approximators	Showing the author's consideration of the degree of precision

opportunities to provoke different strategies until they were truly in line with their progress they would accomplish. (p.72)			
Though the diaries helped them document the various learning approaches selected by the teacher, they did not engage those opportunities to provoke different strategies until they were truly in line with their progress they <b>would</b> accomplish. (p.72)	would	shields	Showing the author's consideration of the degree of precision
They <b>might</b> not realize when they fail to plan means they plan to fail.(p.72)	might	shields	Self-protection from consequences of inappropriate claims
When they built a misunderstanding and uncertainty, they also did not try to clarify their confusion by finding <b>some</b> information (p.73)	some	approximators	Showing the author's consideration of the degree of precision
In their first diary, all of them considered memorising the patterns to be the principal grammar learning strategy they <b>commonly</b> used (p.73)	commonly	approximators	Showing the author's consideration of the degree of precision
They <b>might</b> have stumbled on finding the appropriate strategies for them. (p.73)	might	shields	Self-protection from consequences of inappropriate claims
They found that they <b>should</b> have not only learned new patterns, but also learned how to use them. (p.73)	should	shields	Self-protection from consequences of inappropriate claims
<b>Quite</b> similar to the first group, the learners from this group did not have any specific plan as well in designing their next learning. (p.73)	quite	approximators	Showing the author's consideration of the degree of precision
They <b>tended</b> to hope that on next meeting, the teacher would explain something different in the classroom. (p.73)	tended	shield	Self-protection from consequences of inappropriate claims
They tended to hope that on next meeting, the teacher <b>would</b> explain something different in the classroom. (p.73)	would	shields	Showing politeness as well as deference toward audience
The results show that the students' awareness of the cognitive and affective factors influencing them <b>could</b> have positive effects on their language learning. (p.73)	could	shield	Self-protection from consequences of inappropriate claims
They could also predict what they would learn in the class as they found <b>some</b> sources before they learned. (p.74)	some	approximators	Showing the author's consideration of the degree of precision

### Total Categories of Hedging Devices Identified in Discussion Sections of Master Theses

Data Source No. : T11

Title : THE USE OF LEARNERS' DIARIES AS AN APPLICATION OF METACOGNITIVE STRATEGIES IN LEARNING *IF CLAUSES* ON THIRD SEMESTER STUDENTS OF ENGLISH TEACHER TRAINING PROGRAM UHAMKA 2013/2014 ACADEMIC YEAR

Author : Fidaniar Tiarsiwi

Year of Publication : 2016

Published in : UHAMKA, Jakarta

Categories of Hedging Devices					Total
Shields	Approximators	The authors' personal doubt and direct involvement	Emotionally-charged intensifiers	Compound Hedges	
9	7	0	0	0	16