

HEDGES AND BOOSTERS USED BY BECKY KENNEDY IN THE TED TALK

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Abstract. This research analyzes Becky Kennedy's use of hedges and boosters in the TED Talk "The Single Most Important Parenting Strategy." The aim is to describe the types of hedges and boosters used by Kennedy and determine the most frequently occurring categories. A qualitative descriptive method was used with data collection through visual perception of the talk show. The steps of data collection included: 1) searching for and downloading the TED Talk and its transcript, 2) watching the talk show repeatedly, 3) converting the Word document into Txt format, and 3) importing the transcript into AntConc.exe. The analysis technique used was content analysis using the following steps: 1) examining the text containing the words hedges and boosters, 2) classifying the types of hedges and boosters, 3) presenting the data in tables, 4) analyzing using Hyland's (1998) theory, 5) drawing conclusions. The results showed that Kennedy tended to use words in the modal verb category in hedges and boosters and indicated the dominance of Kennedy's use of modal verbs in strengthening or doubting his arguments in the speech.

Keywords: Boosters, Hedges, Modal verb, TED Talk

Abstrak. Penelitian ini menganalisis penggunaan hedges dan boosters oleh Becky Kennedy dalam TED Talk "The Single Most Important Parenting Strategy." Tujuannya adalah mendeskripsikan jenis hedges dan boosters yang digunakan oleh Kennedy serta menentukan kategori yang paling sering muncul. Metode deskriptif kualitatif digunakan dengan pengumpulan data melalui persepsi visual dari tayangan talkshow. Langkah-langkah pengumpulan data meliputi: 1) mencari dan mengunduh TED Talk beserta transkripnya, 2) menonton talkshow berulang-ulang, 3) mengubah dokumen Word menjadi format Txt, dan 3) mengimpor transkrip ke dalam AntConc.exe. Teknik analisis yang digunakan adalah content analysis dengan menggunakan langkah berikut: 1) memeriksa teks yang mengandung kata hedges dan boosters, 2) mengklasifikasikan jenis-jenis hedges dan boosters, 3) menyajikan data dalam tabel, 4) menganalisis menggunakan teori Hyland (1998), 5) menarik kesimpulan. Hasil penelitian menunjukkan bahwa Kennedy cenderung menggunakan kata-kata dalam kategori modal verb pada hedges dan boosters, serta mengindikasikan dominasi penggunaan modal verb oleh Kennedy dalam menguatkan atau meragukan argumennya dalam pidato tersebut.

Kata Kunci: Boosters, Hedges, Modal verb, TED Talk

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INTRODUCTION

Sociolinguistics, as a branch of linguistics, studies the relationship between language and social factors in society, including Hedges and Boosters. According to (Krismanti, 2019) hedges are linguistic devices used to show uncertainty or soften assertions, while boosters are

used to express certainty or emphasize statements. Hedges and boosters are linguistic tools that respectively convey doubt or confidence in communication. Hedges, such as "perhaps" and "seems," express uncertainty, while boosters like "certainly" and "undoubtedly" assert confidence. Examples of hedges include words like "maybe" and "likely," while boosters encompass terms like "indeed" and "definitely." These linguistic devices play crucial roles in shaping the tone and certainty levels of statements in communication.

TED (Technology, Entertainment, Design) is a non-profit organization known for its free online presentations that aim to spread "ideas worth spreading." Founded on February 23, 1984, TED initially focused on technology and design, expanding over the years to cover a wide array of academic, cultural, and scientific topics. Founded by Richard Saul Wurman and Harry Marks, TED has organized an annual conference in Canada since 1990. According to (Choirunnisa & Sari, 2021) TED Talks cover topics as diverse as science, culture, politics and academia. With this background, the researcher aims to analyze Becky Kennedy's TED Talk on "The Single Most Important Parenting Strategy" using Hedges and Booster's theory. The selection of Becky Kennedy's talk was driven by its relevance to parenting and child psychology, Parenting style is the best way for parents to educate their children as an embodiment of their sense of responsibility towards their children (Putri & Askaf, 2023). Kennedy's expertise, and TED's global platform known for its unique presentation style.

Dr. Becky Kennedy is a clinical psychologist and mother of three, was recognized as "The Millennial Parenting Whisperer" by TIME Magazine for her innovative approach to parenting. Her podcast, launched in April 2021, was a huge success, ranking number one in the "Kids & Family" category on Apple Podcasts and making the new and noteworthy list, reaching position 26 on the iTunes charts. Each episode provides guidance for parents to face parenting challenges, strengthen the parent-child relationship, and support their child's development towards life success. With a focus on anxiety and resilience, Becky Kennedy provides practical solutions for parents to feel better prepared for parenting challenges. The talk was put forward on the 14-minute TED talk platform in April 2023 and received forty-three thousand likes with the theme "The single most important parenting strategy". In the talk, Becky explained how important parenting is, as well as parenting strategies for children. According to (Putri & Askaf, 2023) Parenting is very important because it refers to the pattern of interaction between children and parents during the parenting period.

Many studies investigated Hedges and Boosters related to speech (Jovic et al., 2023), (Azlia, 2022), and (Vebriyanto et al., 2019) on contrary research on hedges and booster deals with talk are limited to be found. With Hyland's theory, the researcher has an interest in

studying more deeply related to Hedges and Boosters. The theory will be applied to the talk by Becky Kennedy in TED talk.

The purpose of this study is to describe the types of Hedges and Boosters used by Becky Kennedy and explain what words are included in the epistemic adjective, adverb, and noun in the conversation. One of the benefits of this research is academically, this research can be used as a reference, research, and academic reading source for students at the Faculty of Language and Literature, Wijaya Putra University. Theoretically, this research can increase the literature's understanding of Hedges and Boosters in conversation Becky Kennedy of TED Talk. This research can be used as a reference for the development of language and literature in the development of intellectual thought, especially for those who are interested in literary research. This research can be linked to previous studies that discuss the use of Hedges and Boosters in conversation. Practically, this research can be used as a tool to increase the author's knowledge about Hedges and Boosters in presentations. It is hoped that this research will serve as a reference for future research.

METHOD

In this research, a qualitative descriptive method was used to answer the questions in this research. Based on (Punch KF, 1998) qualitative research does not use numerical data. This makes it suitable for a study like this, which uses transcripts of TED talks, focusing on the written words that convey inspiring ideas. This approach facilitates the identification of epistemic adjectives, adverbs, nouns, and other types of words in Hedges and Boosters. A descriptive qualitative approach was chosen as it does not require statistical analysis. The study utilized Hyland's Theory (1998) to address the research questions. This theory categorizes hedges and boosters into modal verbs, epistemic adjectives, adverbs, and nouns, and lexical verbs. Both the first and second research questions were tackled using Hyland's Theory, as it aptly addresses the linguistic realization and frequent usage of hedges and boosters, particularly in Becky Kennedy's TED talks. These theories were well-suited to the research problems, enabling comprehensive exploration and analysis of the linguistic phenomena under investigation.

Data is a term that refers to any form of information that is available and data can be taken in various contexts, ranging from transcripts, books, scientific research results, to text messages or oral conversations in the form of interviews. The data source of this research comes from Youtube channel videos on the TED talk program. There are many topics covered by TED Talks, ranging from science and there is also a short presentation related to "The Single Most

Important Parenting Strategy" delivered by Becky Kennedy. So this research focuses on Becky Kennedy's presentation speech. The data used here is in the form of narrative written text taken from the transcription of Becky Kennedy's video recording at the TED talk.

The technique used to collect data in this research is visual perception, because the data source used is a talk show. According to (Sileyew, 2019) collecting information or data can be in the form of observation, discussion, interviews, talk shows, and analyzing a text or script. The technique used to collect data in this research is visual perception because the data source used is a talk by Becky Kennedy`s. In this research, the data used is the script of the dialog in the talk show. The steps to collect the data are: 1) searching and downloading the talk by Becky Kennedy`s on the TED talk platform along with their transcripts, 2) watching the talk shows repeatedly, 3) Changing or transcribing a document from a Word format to Txt document, 4) Importing transcript text documents into AntConc.exe, 5) Identifying and highlighting the hedges and boosters that belong according to Hyland's (1998) theory.

After data collection is complete, the data will be analyzed to find solutions to the problems in this study. This research uses content analysis techniques to interpret the data, to make conclusions based on reality. According to (Lindgren et al., 2020) content analysis technique is a research technique by inferring from several possibilities to be able to reach the existing meaning or conclusion, as well as by comparing several existing characteristics. The process of data analysis has three steps are: 1) Deep reading for the text containing hedges and boosters, 2) Classifying hedges and boosters based on the types, 3) displaying hedges and boosters on tables, 4) interpreting hedges and boosters used by Becky Kennedy`s using Hyland`s theory (1998), and 5) drawing conclusion.

RESULTS

Types Hedges used by Becky Kennedy`s

In linguistics, hedges is a specialized field of study that focuses on how individuals convey doubt or uncertainty in their language, in both written and spoken communication. Hedges on the use of words, phrases, or sentence structures that indicate a lack of confidence or incomplete information. Hedges refers to the use of certain words that are deliberately chosen to create ambiguity or doubt in their interpretation (Herminingsih & Isro'iyah, 2023). According to Hyland's (1998) theory, categorizes hedges into three types: modal verbs, epistemic adjectives, adverbs, and nouns, and lexical verbs. Modal verbs, like "might," "may," and "could," express possibility or uncertainty. Epistemic adjectives, adverbs, and nouns, such as "possible" or "probably," convey doubt. Lexical verbs like "assumes" and "assumed" imply uncertainty.

Analyzing Becky Kennedy's TED Talk through Hyland's framework reveals significant usage of hedges, particularly the repeated use of "well," indicating doubt or uncertainty. The speech employs modal verbs and epistemic adjectives and adverbs, with words like "possibility" and "probably" conveying uncertainty. Additionally, lexical verbs like "assumed" underscore the speaker's recognition of conjecture rather than factual certainty, emphasizing the importance of addressing situations with emotional and communicative dimensions.

Types Boosters used by Becky Kennedy`s

Boosters are words or phrases that increase the confidence, certainty, or strength of a statement. They can be modal verbs, epistemic adjectives, adverbs, nouns, or lexical verbs. According to Hyland (1998), defines boosters in contrast to hedges by emphasizing certainty or confidence in communication. Word boosters support statements, strengthen the speaker's position, and influence listeners' acceptance of their views. In Becky Kennedy's speech, modal verbs such as "know" express definite knowledge, while "should" indicates hope, and "will" expresses high confidence in future events. Epistemic adjectives, adverbs, and nouns such as "really", "sure", "definitely", "always", and "actually" further strengthen the statement, increasing the weight and emphasizing the speaker's position. Lexical verbs such as "fact" underscore undeniable truths, enhance information and boost the listener's confidence. In essence, boosters are integral to communication, increasing clarity, conviction and confidence in the message being conveyed, playing various roles through modal verbs, epistemic elements and lexical verbs to underline the speaker's stance and influence the listener's understanding.

Categories of Hedges and Boosters are Frequently used in Becky Kennedy`s in the TED talk

In the analysis of hedges and boosters, modal verbs emerge as the predominant category. Becky Kennedy's speech exemplifies this, with modal verbs appearing forty-nine times, showcasing a preference for confident and assertive statements. Modal verbs like "know," "will," and "should" bolster Kennedy's arguments, conveying conviction and attitude towards information, and highlighting viewpoints. In hedges, modal verbs such as "might," "could," or "may" introduce uncertainty, allowing for cautious expression of opinions. Kennedy employs "well" frequently, serving various functions including expanding statements, attracting attention, and softening sentences. "Think" is used tentatively to convey personal opinions, while "maybe" introduces uncertainty and invites dialogue. Conversely, in boosters, modal verbs like "will," "know," and "should" assert confidence in claims, enhancing credibility.

"Know" emphasizes belief in statements, "will" demonstrates commitment, and "should" suggests expectation without absolute certainty. Modal verbs, "should" in particular, increase the speaker's persuasive impact by implying opinion or recommendation rather than absolute truth, thus softening the tone of the statement. This modulation of certainty allows for flexibility in interpretation and helps regulate the level of confidence or uncertainty conveyed. In conclusion, by influencing audience perceptions, modal verbs play an important role in shaping the effectiveness of communication strategies.

DISCUSSION

Types Hedges used by Becky Kennedy's

Hedges are concepts in linguistics that highlight ways of conveying uncertainty in communication, both oral and written. Hyland's (1998) theory identifies three types of hedges: modal verbs, epistemic adjectives, adverbs, and nouns and lexical verbs. The use of hedges helps speakers or writers convey opinions carefully and maintain politeness, as well as avoid overgeneralization. The study of hedges falls within the field of pragmatics and discourse, providing an understanding of how language is used to achieve communication goals and maintain social relations.

Table 1. Types hedges used by Becky Kennedy's

Hedges	Data
Modal verb	well, maybe, might, think, would, could
Epistemic adjectives, adverb, and nouns	possibility, probably
Lexical verb	assumed, assumes, assumption

Table 1 states that Becky Kennedy uses several words that reflect doubt in her speech. Kennedy utilizes different types of hedges to express uncertainty or weakness in her statements. One of the most frequently used types of hedges is modal verbs. This shows a cautious approach and considers many points of view in his speech. This can be proven as follows:

Concordance Hits 10	
Hit	KWIC
1	, I'm exhausted, I haven't been sleeping well. I'm anxious about the upcoming workweek,
2	me? I've messed up my kid forever." 1.23: Well, if you're a parent, you've probably
3	1.38: (Laughter) 1.41: And yet, this is true as well -- there is no such thing as a perfect
4	if I say something, what are the words? 2.02: Well, for years, as a clinical psychologist in pri
5	yell. No one knows what to do next. 2.29: Well, I'm determined to fill this gap. After
6	the kitchen, my son is in his room. Well, what will happen if I don't repair?
7	make a decision about what to do next. 4.23: Well, here are the facts. My son is alone,
8	11.42: (Laughter) 11.43: "Maybe it's too late." Well, I mean this -- if you have only one
9	is never too late. 11.54: How do I know? Well, imagine, right after this, you get a call
10	nge everything. But it might change some things." Well, I definitely do not specialize in math, but

Figure 1. Modal verb "well"

The data in Figure 1 shows that Becky Kennedy's speech involves the use of modal verbs that fall into the category of hedges, especially the word "well." Becky Kennedy uses the word "well" 10 times in her speech, indicating the significant frequency. Classified as hedges, "well" functions as marker of doubt or uncertainty in communication. For example, in the sentence:

1.23: *"Well, if you're a parent, you've probably felt that pain."*

The word "well" in communication serves various functions, including providing a pause for thought, signaling the listener's attention, and introducing subjective opinions. It fosters a natural flow of conversation and encourages consideration of the speaker's viewpoint. As a modal verb, "well" implies possibility without absolute certainty, allowing for interpretation. In expressing experiences, it reflects a cautious approach and acknowledges personal subjectivity. This usage creates an inclusive conversational atmosphere, inviting listeners to ponder viewpoints. In addition to modal verbs, hedges also have several other types, namely epistemic adjectives, adverbs, and nouns. The following data presents some words that fall into these categories:

Concordance Hits 1	
Hit	KWIC
1	so much baked-in realism and hope and possibility. Repair assumes there's been a rupture

Figure 2. Epistemic adjectives, adverb, and nouns "possibility"

According to Hyland's theory (1998) categorizes "possibility" as a hedge, allowing speakers to express uncertainty or speculation. Hedges manage the speaker-listener relationship by accommodating interpretation and doubt. "Possibility" acknowledges uncertainty, presenting opinions as potential rather than definite, fostering flexibility and respect for diverse viewpoints. Their use demonstrates humility and caution, enhancing speaker credibility while minimizing conflict and facilitating communication of unproven or controversial ideas diplomatically. Epistemic hedges and boosters used in language help people to indicate their opinion about information, show concern for the listener, discuss potentially sensitive topics, and facilitate open speech (Azeez et al., 2023)

In Table 1, word of "possibility" and "probably" are categorized as epistemic hedges, indicating uncertainty or confidence levels in conveyed information. The two words can encourage consideration by understanding the potential for variation or doubt and showing that the argument that has been presented contains an element of uncertainty. In addition, beyond modal and epistemic verbs, linguistics recognizes lexical verbs, reflecting various actions or

concepts conveyed by speakers, as seen in Becky Kennedy's speech, showcasing nuance and depth of meaning in communication. This data elucidates Becky's effective use of lexical verbs to convey her message.

Concordance Hits 1	
Hit	KWIC
1	life that's meaningful to you. OK, I assumed , but always good to check our assumptions

Figure 3. Lexical verb “assumed”

Figure 3 provides evidence that there is the word "assumed" in the lexical verb category. Lexical hedges which is a word or phrase that indicates a degree of uncertainty or qualification in an utterance (Katili, 2023). The word "assumed" belongs to the hedges category because it indicates a judgment or opinion that is tentative or speculative. In language, the verb "assumed" indicates that the speaker acknowledges the possibility that the statement assumes or conjecture, rather than a definite fact. For example, the word "assumed" in

0.01: *"OK, I assumed, but it's always good to check our assumptions."*

The word "assumed" suggests the speaker has made a conjecture or hypothesis based on available information, without concrete evidence. However, the phrase "it's always good to check our assumptions" highlights the importance of verifying these assumptions. By using "assumed," the speaker acknowledges the possibility of inaccuracy and the need for further confirmation, reflecting caution and readiness to reassess. The words "assumed," "assumes," and "assumption" fall under the epistemic category, encompassing adjectives, adverbs, and nouns. According to (Crystal, 2012) although "assumed," "assumes," and "assumption" come from the same root, these three words have different meanings when used in a sentence. "Assumed" represents the past tense and past participle form of the verb "assume," indicating making assumptions in the past. Conversely, "assumes" pertains to present actions or routines of making assumptions. Recognizing these differences is crucial for effective communication, as each word conveys varying senses of time and confidence levels, influencing message delivery and reception. Understanding the nuances among these words facilitates maintaining clarity and precision in communication, enhancing interactions. Additionally, the noun "assumption" denotes a belief or conjecture lacking solid evidence.

Types Boosters used by Becky Kennedy`s

Boosters are linguistic tools used in communication to increase the certainty, confidence, or strength of a statement, aiming to make it more powerful, persuasive, or assertive. Boosters

have three categories: modal verbs, epistemic adjectives, adverbs, nouns, and lexical verbs. According to (Hyland, 1998) three main types of intensifiers in his communication. These are adjectives that include modal verbs such as “will”, “know”, and “should”, which state with certainty. In addition epistemic adjectives, adverbs, and nouns, such as “definitely” and “certainly”, highlight confidence. Boosters consist of lexical verbs such as “believe” and “know”, which reinforces the message and proves the speaker's confidence. These linguistic boosters increase clarity and persuasiveness in communication, presenting the speaker's perspective to increase audience understanding and acceptance. The data provided supports the presence of boosters in all three categories.

Table 2. Types boosters used by Becky Kennedy`s

Boosters	Data
Modal verb	know, should, will
Epistemic adjectives, adverb, and nouns	really, sure, always, definitely, actually
Lexical verb	fact

The modal verbs "know," "should," and "will" belong to the category of modal verb boosters because of their role in reinforcing confidence, certainty, or possibility in communication. These three verbs help speakers express a higher level of confidence or affirmation in their statements.

Concordance Hits 11	
Hit	KWIC
1	sing today on a parent-child relationship, please know that everything I'm talking about is applicab
2	-blame works for us in childhood, we all know it works against us in adulthood. \x93Somethi
3	title, and theme and lesson learned." 6.53: We know that memory is original events combined with
4	hter) 9.40: Been there? Been there? OK. Or "You know, you really need to be grateful for things
5	else\x92s mistake. My adult child will know how to take responsibility for their behavior
6	. So maybe the next day, I say "You know, you're not always going to like what
7	a lingering concern. Maybe you're thinking, "You know, I have a feeling that my kid's
8	. It is never too late. 11.54: How do I know? Well, imagine, right after this, you get a
9	with me, here's the call. "Hey, I know this sounds out of the blue, but I'
10	to understand. I love you." 12.56: I don't know many adults who don't have a fairly
11	specialize in math, but here's something I know with certainty. If you have a child, that

Figure 4. Modal verb “know”

In figure 4 the word "know" is used to indicate definite knowledge or understanding of something. When someone says "I know," it asserts a strong belief in a particular topic, showing that the speaker has clear and accurate information. This verb gives the impression of high confidence, reinforcing the message being conveyed. For example:

05.33: "And while self-blame works for us in childhood, we all know it works against us in adulthood."

The word "know" in the sentence highlights a collective belief or shared understanding of the various effects of self-blame at different stages of life. According to Hyland's (1998) theory, the word "know" plays an important role in emphasizing confidence or certainty in communication. In this context, the speaker uses epistemic verbs to communicate with a high level of confidence, based on established understanding. The use of such word intensifiers signals the speaker's strong beliefs about the impact of self-blame in adulthood and aims to ensure the listener understands the speaker's perspective. This fosters clarity in communication and increases the listener's acceptance of the speaker's views. In addition, Becky Kennedy's speech uses the modal verb "should," which suggests or expects a specific action or decision. In this study, "should" is used to convey suggestions or recommendations regarding actions or decisions. For example:

2.30: *"Whenever a parent asks me, 'What one parenting strategy should I focus on?',"*

The word "should" in the sentence refers to the parent's request for advice or guidance regarding the most recommended parenting strategy. This reflects parents' desire for information that will help them determine the most effective parenting approach. The use of the word "should" give a sense of certainty about the most appropriate course of action. Parents want to know the best recommendation from the speaker based on their knowledge or experience. It also shows an expectation that there is one parenting strategy that is most important or effective to implement. With this modal verb, the questioner shows a willingness to accept the advice and implement the recommendations given. The role of "should" in the sentence is to ask for guidance that is expected to give the best results in the context of parenting. The last modal verb in boosters is the word "will".

According to Hyland's theory (1998), modal verbs such as "will" are used to convey a high level of confidence or certainty about future events.

10.35: *"My adult child will know how to take responsibility for their behavior, because you've modeled how to take responsibility for yours,"*

The sentence reflects the speaker's confidence that the adult child will assume responsibility for their actions, influenced by the example set by the parents. The modal verb "will" express the speaker's belief in the child's ability to emulate responsible behavior observed from their parents. The use of "will" conveys certainty that the parental role model will shape the child's actions in line with demonstrated values and principles of responsibility.

The use of "will" in the sentence shows the speaker's strong belief that the adult child will follow the parents' example, which emphasizes responsibility. This is in line with Hyland's theory of modal verbs expressing certainty, thus increasing the impact of the message. Modal verb intensifiers such as "know", "should", and "will" empower speakers to assert their views with conviction, strengthening communication by conveying confidence and certainty. This increases clarity and influence, fostering a stronger connection with the audience. In addition to modal verbs, intensifiers such as adjectives, adverbs, and epistemic nouns, such as "really," "sure," "always," "definitely," and "actually," further strengthen statements, reinforcing conviction and an attitude towards truth in communication. The use of these boosters helps Kennedy strengthen her argument, provide emphasis, and convey a strong belief in her statement. The following is evidence of the use of boosters in the epistemic adjectives, adverbs, and nouns category in Kennedy's speech:

Concordance Hits 5	
Hit	KWIC
1	if I don't repair? That's really important to understand and helps us make a
2	the core fears of so many adults. But really , we see here, they are actually the childho
3	there? Been there? OK. Or "You know, you really need to be grateful for things in your
4	reconnected with my son, I can do something really impactful. I can teach him a skill he
5	there were a lot of moments that felt really bad to you. And you are right to

Figure 5. Epistemic adjectives, adverbs, and nouns “really”

Becky Kennedy's speech utilizes the word "really" five times, as depicted in Figure 5. In linguistic terms, "really" serves as an amplifying phrase, aiming to enhance the intensity or certainty of a statement. Generally, it emphasizes the truth or significance of a statement, conveying the speaker's concern or sincerity. Categorized as an epistemic adjective booster, adverb, and noun, "really" plays a crucial role in providing certainty or emphasis in language. It reflects the speaker's belief or knowledge as an adjective, intensifies statements as an adverb, and represents the concept of belief or certainty as a noun. Its usage allows for the conveyance of strong belief, aligning with the reinforcing nature of epistemic language elements. Additionally, alongside modal verbs, lexical verbs contribute significantly to language intensification. Unlike auxiliary verbs, lexical verbs serve as the primary action or state in a sentence, imbuing it with specific meaning. They belong to an open-ended category, allowing for modification to convey nuanced meanings, enriching the depth of expression in language. According to (Herminingsih & Isro'iyah, 2023) In metadata analysis, lexical verbs are crucial for conveying the author's perspective, stance, or certainty regarding the presented information. Specifically, within the hedge taxonomy outlined, modal lexical verbs like "believe," "suggest," and "argue" signify authors' confidence levels in their assertions, demonstrating how

lexical verbs serve as indicators of authorial confidence and contribute to overall text interpretation. In Becky Kennedy's speech, the lexical verb "fact" is employed. Becky Kennedy states,

4.23: *"Well, here are the facts. My son is alone, overwhelmed and in a state of distress, because, let's face it, his mom just became scary mom".*

The use of the term "facts" indicates the speaker's intention to convey information that is considered an undisputed truth. This statement describes the situation of the child who is experiencing difficulties and emotional distress due to his mother's sudden change in attitude to become a "scary mother" so, the word "fact" can describe the situation at hand. "Facts" can be categorized as a booster because it gives strength and confidence to the information conveyed by the speaker. The use of this term emphasizes that the information is not just an opinion or conjecture but is considered a reality that cannot be denied. Becky Kennedy's use of the word "fact" in duration 4.23 provides affirmation to the information she is conveying. This term serves as a booster to increase the credibility of her statement and encourages the listener to accept the description of the situation as the undisputed truth. The use of boosters like this helps Kennedy convey the message more clearly and convincingly.

Table 3. Categories of hedges and boosters are frequently used in Becky Kennedy`s

FREQUENT			
	Hedges	Boosters	Totally
Modal verb	32 word	17 word	49 word
Epistemic adjectives, adverb, and nouns	2 word	13 word	15 word
Lexical verb	3 word	1	4 word

Categories of Hedges and Boosters are Frequently used in Becky Kennedy`s in the TED talk

In the analysis of hedges and boosters, three primary categories are observed: modal verbs, epistemic adjectives, adverbs, and nouns, and lexical verbs. Becky Kennedy's speech notably relies heavily on modal verbs, evident in Table 3 with 49 occurrences. This substantial use indicates Kennedy's inclination towards delivering statements with conviction and certainty. Modal verbs like "can," "will," and "should" serve to reinforce Kennedy's arguments, allowing her to convey them assertively. These verbs also enable her to express her attitude towards the presented information, add significance to her statements, and emphasize her viewpoints effectively. Modal verbs, in general, play a pivotal role in conveying the speaker's stance towards actions or events, with words like "might" or "could" indicating possibility and "can"

or "could" expressing capability. In hedges, modal verbs signal uncertainty or doubt, enabling cautious expression of opinions, while in boosters, they denote certainty or confidence, emphasizing the speaker's position. Ultimately, modal verbs' role in hedges and boosters is crucial in regulating the level of confidence or uncertainty in communication, ensuring the accurate conveyance of messages, and influencing the audience's acceptance of the conveyed views.

Hedges

Modal verbs in hedges function as a tool to show uncertainty, possibility, or doubt about a statement. The use of modal verbs in the context of hedges allows the speaker to convey opinions or information with caution, leaving room for interpretation or dissent. Words like "might," "could," or "may" indicate a statement that is tentative rather than absolute. This provides flexibility in communication and allows the speaker to express views with a level of uncertainty that is appropriate to the situation or information available.

In Table 1, modal verbs such as "well," "maybe," "might," "think," "would," and "could" indicate uncertainty or doubt about a statement. These modal verbs help the speaker express an opinion with caution, showing that the statement is not absolute or definite.

Table 4. Words that are modal verbs in hedges

Modal verb	
Word	Total
Well	10 word
Think	8 word
Would	4 word
Might	4 word
Maybe	3 word
Could	3 word

Table 4 shows that the word "well" frequently appears in the modal verb category of hedges, the word "well" in is pronounced ten times, but each word has a different meaning according to the context of the sentence. The word "well" has different functions in a given sentence, and these roles are related to the context. There are two sentences that prove that the word "well" has different functions.

First sentence

1.41: "And yet, this is true as well -- there is no such thing as a perfect parent,"

Second sentence

02.02: *"Well, for years, as a clinical psychologist in private practice, I saw client after client struggle with this question"*

In the first sentence, the use of "well" expands the scope of the previous statement by indicating that the information is also relevant in other contexts. In the context of hedges, the use of "well" provides flexibility and space for the speaker to add additional information without stating absolute certainty. The second sentence, word "well" as an interjection and pause at the beginning of a sentence not only signals caution and doubt, but also serves several important communication purposes, including attracting the listener's attention in a friendly way, setting up a transition or pause to move on to the next topic, as well as creating a friendlier atmosphere and reducing the impression of assertiveness. The word "well" thus creates a relaxed conversational tone, engages the listener, and conveys a sense of introspection so that the speaker can convey the message in a more intimate way and invite the listener to reflect on the topic of discussion.

In addition to the word "well", the modal verb in hedges is the word "think". This word is spoken four times in Becky Kennedy's speech. The word "think" is a useful hedges word to convey personal opinions in a more tentative or uncertain way. When people use the word "think" in a sentence or speech, it shows that they don't want to convey a statement in a way that is too firm or absolute and shows that what is said is not entirely certain. The word "think" therefore reflects the uncertainty in the argument.

11.36: *"I think it's too late." Or "I have done a lot worse than you did in the kitchen."*

The difference in the use of the word "think" sentences can be seen from the context and the way it is used in each sentence. In the word "think" is used to convey an opinion or assessment of a particular situation. It shows the speaker's subjective opinion or direct judgment about a certain condition or experience. The word "maybe" is one of the modal verbs that many people use to convey possibility or uncertainty. In Becky Kennedy's speech, this word was used three times. The word "maybe" is included in the category of hedges because it contains an element of uncertainty. This word indicates doubt, so when used in conversation, the speaker's speech seems uncertain and tends to be ambiguous.

11.27: *Maybe you're thinking, "You know, I have a feeling that my kid's older than your kid."*

The word "maybe" has different functions in the two sentences given. In the word is used to introduce the possibility of what the listener might be thinking. The speaker tries to guess

what the listener has in mind by offering one possibility, showing uncertainty about the listener's thoughts. This opens up space for dialog and response from the listener. In the word "maybe" is used to convey a possible action that the speaker will take in the future. The use of "maybe" here shows uncertainty about the speaker's plans, indicating that the action is not certain and could change based on future situations.

Boosters

Table 3 shows that in boosters, the category that often appears is the modal verb category. According to Hyland (1998), modal verbs in the context of boosters have an important role in strengthening the author's statement or argument. Modal verbs such as "will," "know," and "should" express confidence in claims, providing a higher level of certainty to listeners and readers. These verbs guide the listener towards a certain interpretation or conclusion, strengthening the speaker's stance and convincing the listener of the validity of the argument. Modal verbs also show the speaker's commitment to claiming truth or certainty. Acting for boosters, these verbs increase one's credibility and the strength of the argument, thus reinforcing the speaker on his or her argument.

Table 5. Words that are modal verbs in boosters

Modal verb	
Word	Total
Know	11 word
Will	5 word
Should	1 word

From table 5, it is evident that the word "know" is the dominating word that appears in Becky Kennedy's speech, which is eleven times. In boosters, "know" shows the speaker's confidence in a statement, asserting certainty and in-depth knowledge of the topic. Its use also impresses the listener's confidence in the claim presented. "Know" strengthens the argument, increases the speaker's credibility, and convinces the listener of the validity of the claim. In general, "know" in boosters reinforces the speaker's confidence and its impact on the listener, as seen from its diverse roles in two different sentences.

First sentence

6.53: *"We know that memory is original events combined with every other time you've remembered that event."*

Second sentence

12.02: *"Hey, I know this sounds out of the blue, but I've been thinking a lot about your childhood. And I think there were a lot of moments that felt really bad to you."*

In this first sentence, the word "know" is used to express knowledge that is based on facts or scientific research. This shows that the speaker is confident about the veracity of the claim, which is about how memory works. The use of "know" here reinforces the speaker's authority in conveying scientific information and gives the listener confidence that the claim is credible. In this second sentence, "know" is used to show the speaker's awareness that their statement might be surprising or abrupt to the listener. It shows the speaker's acknowledgement of the possibility that their statement may surprise the listener. "Know" here serves to make the speaker sound more sensitive and aware of the listener's feelings, thus creating a more empathic relationship.

In addition to the word "know," Becky also uttered the word "will" five times. "Will" in boosters underlines confidence and certainty in a claim, especially regarding future events. According to Hyland's (1998) theory, "will" in two sentences reinforces beliefs, confirms future statements, and convinces readers or listeners of the argument's validity.

4.02: *"Well, what will happen if I don't repair? That's really important to understand and helps us make a decision about what to do next."*

In these sentences, the auxiliary verb "will" serve to convey certainty and assurance regarding future events and actions. In the sentence, it underlines the inevitability of consequences, prompting consideration of appropriate courses of action based on anticipated outcomes. On the word, "will" emphasizes the speaker's confidence in directing the narrative despite the continuing elements of the story, highlighting control and authority over the direction of the storyline, and fostering reliability and certainty in communication. In addition, the modal verb "should", identified as an amplifier in Becky Kennedy's speech, is mentioned once, as shown in Table 5.

The word "should" belong to the category of hedges modal verb because it functions to convey a possibility, suggestion, or expected action without giving absolute certainty. According to Hyland's (1998) theory, the word "should" in the context of boosters has a function to emphasize a suggestion or recommendation in a stronger and more influential way. This word is often used to offer a suggestion or view of what is expected or desired, without stipulating that it will definitely happen. There is one example that shows that Becky Kennedy expresses "should" as an amplifying word to convince the audience.

2.29: *Whenever a parent asks me, "What one parenting strategy should I focus on?" I always say the same thing: "Get good at repair."*

The use of the word "should" reinforce the importance of the advice given. In this sentence, "should" emphasizes ideal advice or recommendations on parenting strategies that parents should focus on. This word emphasizes the importance of being a good parent, giving strong and firm advice. The use of "should" here reflects the speaker's confidence in the advice given and underlines the importance of following the advice for better results. The word "should" in this sentence serves to emphasize the speaker's advice or recommendation, giving the listener confidence that the proposed strategy is the best and ideal one to follow.

CONCLUSION

From the data that has been available it can be concluded that hedges in linguistics refer to the use of words, phrases, or sentence structures that express doubt or uncertainty in communication, which include modal verbs, epistemic adjectives, adverbs, nouns, and lexical verbs. Becky Kennedy's speech exemplifies this through phrases such as "well," "possibility," "probably," and "assumed" which indicate uncertainty. Hedges are divided into three: modal verbs, epistemic adjectives, adverbs, nouns, and lexical verbs, which convey possibility, certainty, or doubt. Boosters also have three categories in them including modal verbs, epistemic adjectives, adverbs, nouns, or lexical verbs. All three categories are used to reinforce confidence, as seen in Kennedy's use of "know," "should," "will," "really," "sure," "always," "definitely," "actually," and "fact". These linguistic tools have different functions: hedges express uncertainty, while boosters increase clarity and confidence. Understanding their use will help in interpreting the speaker's purpose and the meaning of the message.

Hedges and boosters have three categories: modal verbs, epistemic adjectives, adverbs, and nouns, and lexical verbs. The dominant or frequently occurring category in analyzing hedges and boosters is modal verbs, as can be seen in Table 3. Modal verbs in hedges include the words "well", "maybe", "might", "think", "would", and "could" which contain the value of flexibility in communication, allowing the expression of views with appropriate levels of uncertainty, as well as conveying personal opinions in a more tentative way or indicating a possibility and uncertainty. Whereas in boosters there are the words "know", "will", and "should" which fall into the category of modal verbs. These words strengthen the argument emphatically, show the speaker's attitude towards the information, increase the value of the statement, and highlight an absolute view without any doubt.

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