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Modal Qualifiers as Booster in Argumentative Writing of the Thesis Discussion Section

Modal Qualifiers sebagai *Booster* dalam Tulisan Argumentatif pada Bagian Pembahasan Tesis

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Abstract: The importance of using modal qualifiers as a component of argumentative writing in the discussion section of student theses has not been fully realized by students. In fact, this component greatly determines the level of strength of the argument as a vehicle for conveying scientific truth. Scientific truth can be tested through the strength of the argument that appears in the selection of the types of modal qualifiers that accompany the position statement. This study aims to describe the manifestation of the form and function of the modal qualifier as a booster in argumentative writing for thesis discussion. The research data is in the form of excerpts of claims which contain boosters from the thesis discussion section of students of the Indonesian Language Education Masters Program at Sanata Dharma University, Yogyakarta. Data was collected by listening method with note-taking technique. Furthermore, the stages of classification and typification of data are carried out. The analytical method used in this study is the distributional analysis method and the content analysis method. The results of this study are the following forms of capital qualifiers as boosters: (1) definitely, (2) necessary, (3) must, (4) certainly, and variations in form. This study also found seven booster functions as follows: (1) affirming by showing confidence, (2) affirming by giving recommendations, (3) affirming by confirming something, (4) affirming by confirmation of clarity, (5) affirming by inferring purpose, (6) affirming of intent by ensuring, (7) affirming by suggesting something.

Keywords: Modal Qualifier; Booster; Argumentative Writing; Thesis Discussion

Abstrak: Pentingnya penggunaan modal qualifier sebagai salah satu komponen tulisan argumentatif dalam bagian pembahasan tesis mahasiswa belum sepenuhnya disadari oleh mahasiswa. Padahal, komponen ini sangat menentukan kadar kekuatan argumen sebagai wahana penyampaian kebenaran ilmiah. Kebenaran ilmiah dapat diuji melalui kekuatan argumen yang tampak pada pemilihan jenis-jenis *modal qualifier* yang kehadirannya menyertai pernyataan posisi. Penelitian ini bertujuan mendeskripsikan manifestasi bentuk dan fungsi *modal qualifier* sebagai booster dalam tulisan argumentatif pembahasan tesis. Data penelitian berupa cuplikan *claim* yang di dalamnya terkandung *booster* dari bagian pembahasan tesis mahasiswa Program Magister Pendidikan Bahasa Indonesia Universitas Sanata Dharma, Yogyakarta. Data dikumpulkan dengan metode simak dengan teknik baca

catat. Selanjutnya dilakukan tahapan klasifikasi dan tipifikasi data. Metode analisis yang digunakan dalam penelitian ini adalah metode analisis distribusional dan metode analisis isi. Hasil penelitian ini adalah bentuk-bentuk *modal qualifier* sebagai *booster* sebagai berikut: (1) pasti, (2) perlu, (3) harus, (4) tentu, dan variasi bentuknya. Penelitian ini juga menemukan tujuh fungsi booster sebagai berikut: (1) meneguhkan dengan menunjukkan keyakinan, (2) menegaskan dengan memberikan rekomendasi, (3) menegaskan dengan meneguhkan sesuatu, (4) menegaskan dengan menekankan kejelasan, (5) menegaskan maksud dengan penekanan, (6) menegaskan maksud dengan keyakinan, (7) menegaskan dengan memberikan saran.

Kata kunci: *Modal Qualifier*; *Booster*; Tulisan Argumentatif; Pembahasan Tesis

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1. Introduction

The importance of using modal qualifiers as a component of argumentative writing in the discussion section of student theses has not been fully realized by students. From the observation of the researcher as the supervisor for the preparation of the student's thesis, the discussion section is the part of the most concern for its quality (Samosa, 2021 ; Kim et al., 2022) . Many students are unable to properly discuss, analyze, and interpret the results of their own research. Many sections of the discussion turned out to be simply a repetition of the research results that have been described previously. In fact, it was also found that the discussion section of the thesis had a substance that deviated from the research results (J. Wang & Zeng, 2021). This fact can happen because many students actually do not understand correctly the nature of the discussion section of the thesis.

The discussion section of the thesis is essentially an argumentative essay. As an argumentative essay, the basic material for the discussion section is an argument. In argumentative construction, the presence of arguments must be supported by other components (J. Wang, 2016 ; Setyaningsih, 2016) . One of those components is the modal qualifier. Awareness of using modal qualifiers in compiling the discussion section of the thesis still needs to be developed. Some students do not even realize the importance of the presence of modal qualifiers in constructing arguments. In fact, if properly appointed, modal qualifiers will strengthen the delivery of arguments. Modal qualifier can be used to emphasize the author's intention because the description serves as a boosting instrument (Agnah et al., 2019; Rapanta & Walton, 2016).

In recent years, the function of modality description has been increasingly studied. Some relevant previous studies need to be presented here. First, a study conducted by Fahalina Septiana in 2018. The study is entitled, Analysis of the Structure and Modalities of Editorial Texts in Kompas Newspapers and Its Implementation as Indonesian Language Teaching Materials for Class XII SMA. This study found the types of modalities contained in the editorial text of the September-October 2018 edition of the Kompas newspaper. Five types of modalities were found in this study, namely (a) intentional modality, (b) epistemic modality, (c) deontic modality, (d) dynamic modality, and (e) atelic modality (Fahalina Septiana Dewi, 2018).

Second, the research entitled Transitivity and Modality Analysis on the Headlines and Editorials of Kompas Newspaper in the 2017 DKI Jakarta Regional Election Reporting

for the September 2016-December 2016 Period: A Review of Critical Discourse Analysis. (Unpublished Thesis) This research was conducted by Pitrus Pitoyo in 2018. This study did not specifically find the types and functions of modalities, but rather that modalities were used to designate the perspective of the media concerned.

The third is Dewi Rosana's research in 2012 entitled Information on Modalities and Description of Objectives in the Academic Rubric of *Joglosemar* Newspaper 17-20 October 2011 Edition: Syntactic Studies (Unpublished Thesis). In accordance with the perspective written in the title, this research uses a linguistic perspective. This study finds various forms of modality information, including: a) conditional (conditions) marked by the words if, provided; b) certainty which is indicated by the word sure, certainly; c) possibility (potential) which is indicated by the word possible, possible, possible; d) doubt (dubitative) which is indicated by the word presumably; e) optative (hope) which is marked by the words hope, hope, hope, hopefully; and f) desideratif (desire) which is marked by the words wish and want .

The research to be carried out has a high degree of novelty because none of them repeat the research findings presented previously. The description of the form and function of boosters in argumentative writing, especially the thesis discussion section, must become a student's awareness (Setyaningsih, 2020) . Awareness of using modal qualifiers in the structure of arguments in argumentative writing is the novelty of this research. So far, this component has not been recognized as a component that plays an important role in determining the quality of claims, as has been done by foreign writers. Thus, it should also be emphasized that this research is feasible because there are no dimensions of repetition and plagiarism found in the studies that have been carried out above. Furthermore, as a theoretical framework, the following points need to be presented.

Modality has many possible meanings in the Big Indonesian Language Dictionary (KBBI) (Depdikbud, 2021) . First, modality is understood as a classification of statements according to whether they confirm or deny the possibility or necessity. Second, modality is understood as the way the speaker expresses his attitude towards a situation in interpersonal communication. Third, modality is understood as the content of the meaning of possibility, necessity, reality, and so on which is stated in a sentence. In Indonesian, adverbs such as perhaps, maybe, must, can, want, etc. considered as a modal qualifier (Godden, 2017) . Thus, modality information is a statement that expresses attitudes towards actions, circumstances, events, feelings, from the speaker to the interlocutor.

Modality is said to be epistemic if the information refers to possibility, reliability, necessity, or certainty (Shalatun, 2021; Alwi, 1992) . These are the subjective views of the speaker. Furthermore, modality is said to be a deontic modality statement if it refers to the possibility of granting permission or approval to something. Lexical markers such as 'allowed, permitted, allowed' are markers of the use of deontic modalities in a text. Modal qualifier is different from sentence description because modal qualifier is not in charge of explaining the whole substance of the sentence, but

rather explaining one of the functions in the sentence, especially the predicate function.

Linguistically, modal qualifiers do not have the flexible nature of sentence adverbs. The inflexibility of the modality statement is also an indicator that in fact the modality statement has a degree of relationship attachment with the predicate function it describes (Kridalaksana, 1994). The predicate function is usually filled by the verb category, although other categories are also possible (Musdolifah, 2018). It is the understanding of the manifestation of the very diverse types of modalities and the manifestation of the functions of the very diverse modalities that really needs to be studied and researched to be further conveyed to students so that they can use it correctly in writing arguments, especially the discussion section of the thesis.

Apart from being viewed from the linguistic dimension as stated above, modal qualifiers can also be seen from the dimensions of Toulmin's logical argumentation. Stephen Toulmin asserts that in an ideal argumentative construction there are the following argument components: claim or position statement, ground or data/facts, warrants or guarantees in the form of relevant theories as supporting arguments, backing or support, rebuttal or exceptions, and modal qualifier or modality description (Hitchcock, 2017; van Eemeren et al., 2014). Modal qualifier has a significant role in sharpening the argument even though the six components of the argument are in the last position. By using modal qualifiers, an argument will be more assertive.

Argumentation as a genre of scientific writing is an important part, especially in the structure of scientific writing which demands the expression of argumentative ideas (Murtadho, 2021). The discussion section of the student thesis requires the author's argument. This needs to be emphasized because one indication of a scientific work lies in the presence of argumentative ideas as stated by Toulmin that argument is the core of scientific work that the author wants to prove true. The main elements of the argument consist of elements of claim, ground, and warrant. The additional elements are backing, rebuttal, and modal qualifier (Walková & Bradford, 2022).

Additional elements play the role of strengthening the argument because the evidence presented to strengthen the argument exceeds the minimum elements that must be present. The additional element in the form of backing plays a very important role in providing support for the warrant element. As an additional element, this element exceeds one level of the minimum criteria for complete argument construction. The rebuttal element is also an additional element that goes beyond the minimal criteria of argument construction. This element is very instrumental in limiting the scope of the claim (Xu & Wu, 2014). The presence of this element strengthens the claim element because other pro and contra data will sharpen the claim position. The ability to present a rebuttal element in conveying an argument is part of the higher-order thinking process.

Likewise, the presence of additional elements in the form of modality information. The presence of modality information is sometimes not realized by the authors in expressing their argumentative ideas. In fact, awareness of the use of modality

information will further strengthen the quality of the arguments put forward (Samosa, 2021; Stede & Schneider, 2018). In this case, the conclusion put forward as a claim is tested with the presence of the main elements and additional elements so that a reliable argument is produced.

The modal qualifier in the argument has a function as a determinant of the strength of the argument. In the perspective of Toulmin's argument, the modality description can be in the form of words, phrases, or clauses. The function of the modality adverb as a determinant of the strength of the argument is determined by its type. Of course, the strength of the argument to arrive at the selection of a particular type of modality statement is also determined by the presence of other elements, such as the adequacy of the ground element, the logic of the warrant element as a bridge between the ground and the claim. These three elements (ground, claim, and warrant) are referred to as the three main elements that must be present in the construction of a complete argument. Other elements, such as backing, rebuttal, modal qualifier which are secondary elements also play a very important role in determining the strength of the argument. The presence of the six elements of argument in the construction of argumentative writing guarantees the level of sharpness of the argument (García-Gorrostieta et al., 2022; Agnah et al., 2019; Luna et al., 2022).

Description of modality as one of the secondary elements in the construction of Toulmin's argument also has an important role. The presence of this element can indicate the author's position on the claim put forward. The description of modality as a determinant of the sharpness of the argument is graded, not dichotomous, that is, strong and not strong. The nature of this graded modality description, among other things, gives rise to a function as a booster. The study of modality descriptions has been studied quite a lot from a linguistic perspective (Maulyda et al., 2021; Sundari & Febriyanti, 2021); Education, 2019). The study of modality information in the perspective of argumentation still needs to be done to provide a more in-depth frame of reference on modality information, especially its function as a booster. Of course, the study from the perspective of argumentation cannot be separated from the study of modality descriptions from a linguistic perspective (Setyaningsih, 2020).

This research will be very useful to build student awareness regarding the importance of modality information as a booster to improve the quality of arguments in the student thesis section (Nakrowi & Mulyati, 2021; Walková & Bradford, 2022). This study aims to describe the manifestation of the form and function of modal qualifiers as a booster in argumentative writing on thesis discussions. The method used in this study is a qualitative descriptive method which will be described in detail in the following section.

2. Method

This research can be categorized as a qualitative descriptive research. The purpose of applying this method is to describe the form of modal qualifier and argument booster function in the discussion section of the master's thesis. The data of this research are sentences which contain the types and functions of modal qualifiers in the discussion

section of student thesis. The sentences that become the research data are argument constructions, especially sentences in the form of claims and modal qualifier boosters. Claims that do not contain boosters are ignored as data. The source of the data for this research is the thesis of students of the Masters Program in Indonesian Language Education, Faculty of Teacher Training and Education, Sanata Dharma University in 2021 which has been stored in the university library. The fields of study of the thesis vary, including studies in the field of teaching, the field of language, and the field of literature. For each field of study, it is limited to 5 theses each. The key instrument of this research is the researcher himself (Chu, PH. and Chang, 2017).

The research data were collected using the free-to-talk method. The techniques used in the implementation of the listening method are reading techniques and note-taking techniques. Data triangulation is carried out both theoretically and non-theoretically, namely by consulting related experts. After the research data is believed to be reliable and valid to be subject to data analysis methods and techniques, the next step is to analyze the data. The data analysis method used is a distributional method with a technique for direct elements (Sudaryanto, 2016). The meaning of the research results is carried out by content analysis. The steps in data analysis include identification, classification, interpretation, and reporting of analysis results as presented in the following chart.

Chart 1. Data Analysis Steps
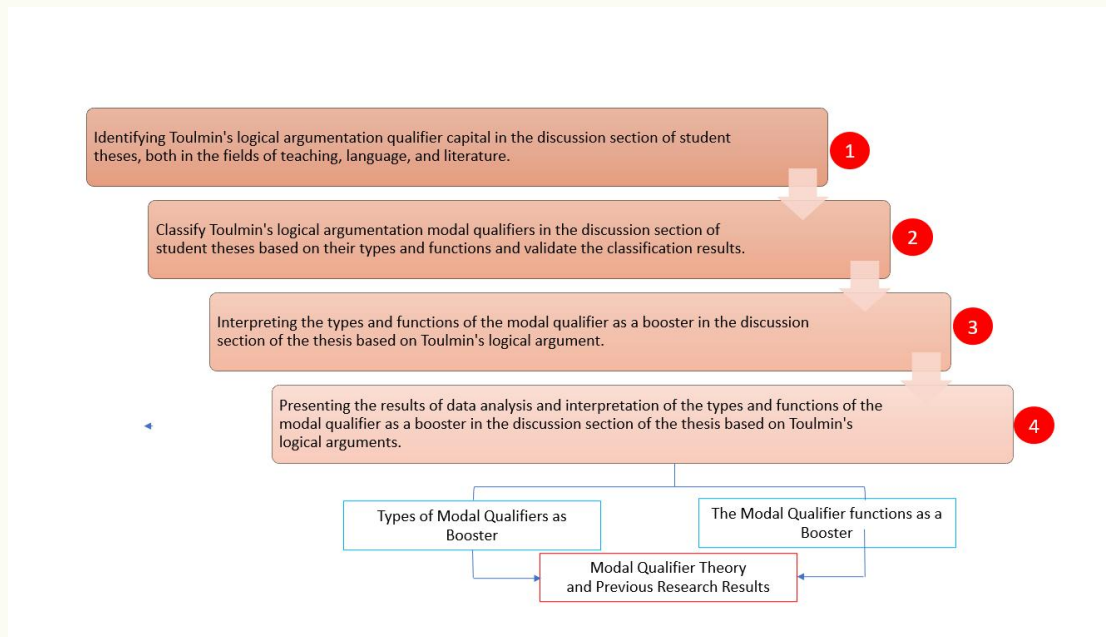
In the data identification step, the researcher determines the data according to the specified research object. In this case, the researcher ensures the arguments that are the object of this research so that the object of this research is correctly identified. In the data classification step, the researcher sorts out the data that is appropriate and that is not in accordance with the specified object. Appropriate data is classified and

typed based on the form and function of the arguments to facilitate analysis and interpretation. The arguments that have been identified are typed to ensure the analysis of these arguments. In the interpretation step, the arguments that have been carefully typed are interpreted in terms of relevant theories and concepts. Interpretation is carried out by researchers based on data typed based on relevant theories and research results. The results of the analysis and interpretation of the arguments are presented descriptively.

3. Research Result and Discussion

3.1. Research Result

This research has resulted in the findings of the modal qualifier as a booster in the form of lingual units of words as follows: 'necessary, definite, definite, certain, ought, meaning'. In addition, there are also findings of modal qualifiers in lingual units of phrases, as stated below: 'of course', thus, very clear'.

In relation to the modal qualifier function as a booster, there are seven manifestations of the booster function as described below: (1) Affirming by Showing Confidence (ASC), (2) Affirming by Giving Recommendations (AGR), (3) Affirming by Confirming Something (ACS) , (4) Affirming by Confirmation of Clarity (ACC), (5) Affirming by Inferring Purpose (AIP), (6) Affirming of Intent by Ensuring (AIE), (7) and Affirming by Suggesting Something (ASS).

The following table 1 can be considered further to clarify the findings of the booster form of the modal qualifier in the form of lingual units of words and phrases as well as the seven booster functions of the modal qualifier.

Table 1. The Form and Function of Booster in the Arguments of the Thesis Discussion Section

Nu.	Data Code	Forms of *Modal Qualifier*		Functions of *Modal Qualifier* as Booster						
		Word	Phrase	ASC	AGR	ACS	ACC	AIP	AIE	ASS
1	A1.99	-	+	+	-	-	-	-	-	-
2	B2.218	+	-	-	+	-	-	-	-	-
3	C1.254	-	+	-	-	+	-	-	-	-
4	E2.159	-	+	-	-	-	+	-	-	-
5	E3.190	+	-	-	-	-	-	+	-	-
6	F2.92	-	+	-	-	-	-	-	+	-
7	F3.99	+	-	-	-	-	-	-	-	+

3.2. Discussion

In accordance with the research results presented on the front, the forms and functions of modality information as a booster in a student's master's thesis are presented below.

a. Affirming by Showing Confidence

The form of modality adverb used to express the function of asserting by showing confidence about something stated is in the form of a phrase. Data A1.99 shows that the phrase 'tentu saja' (of course) can be used to express this boosting function (Lo et al., 2021) . The designation of the form of 'tentu saja' (of course) is graded with the form of 'tentu' (of course). From the gradation dimension of the affirmation, the phrase 'tentu saja' (of course) and the word 'tentu' (of course) are different. The addition of the word 'saja' (only) makes the meaning of the affirmation decrease in its level of firmness. However, both lingual forms can be used to express the meaning of 'affirmation' as stated above. The purpose of the affirmation is conveyed by showing confidence about something that is stated.

In Data A1.99, which reads, '*Dari hasil analisis, peneliti menemukan maksud yang terkandung di dalam novel populer tahun 2000-an melalui tuturan para tokohnya. Tentu saja [M] maksud yang dimaksudkan adalah maksud yang terikat dengan konteks (context dependent). Dengan kata lain, maksud yang dianalisis adalah maksud penutur (speaker meaning) yang terikat dengan konteks tuturannya. Dalam arti luas konteks sebagai pengetahuan tentang faktor-faktor di luar tuturan yang dipertimbangkan dalam berkomunikasi. Dalam arti sempit, konteks adalah bagian lain dari teks sebelum dan sesudahnya (co-text) (Pranowo, 2020: 315)*' (From the results of the analysis, the researcher found the intentions contained in the popular novels of the 2000s through the stories of the characters. Of course [M] the intended intent is a context dependent intent. In other words, the meaning analyzed is the speaker's meaning which is tied to the context of the speech. In a broad sense, context is knowledge of factors outside of speech that are considered in communicating. In a narrow sense, context is another part of the text before and after (co-text) (Pranowo, 2020: 315)), the purpose of affirmation by conveying belief is in the linguistic form which reads, 'Of course, the intended intent is the intended meaning. tied to the context (context dependent).' With the use of the modality of 'tentu' (of course) information, the delivery of information that follows the form of language becomes increasingly convincing (Demir, 2017); (Lo et al., 2021); (Triyoko et al., 2021).

Thus, it is clear that the form of 'tentu saja' (of course) as an adverb of modality has an affirmative function. The affirmation is conveyed by giving 'confidence' in what is conveyed in the speech. Students who compose a thesis must pay close attention to the form and function of the modality description as presented earlier to improve the quality of the argument in compiling the discussion section of their thesis (J. Wang & Zeng, 2021).

By using linguistic forms that express affirmations of confidence as shown above, readers of the discussion section of the thesis will become increasingly confident in the arguments presented by the thesis writer. This is in line with the purpose of argumentative writing, as is the case in the discussion section of the thesis, which is to convince the reader. By replacing the form of 'of course' as in the sample excerpt

above, the main purpose of using the arguments in the discussion section of the thesis can be fulfilled properly.

b. Affirming by Giving Recommendations

The modality statement that has the function of affirming can be used to provide recommendations for something to be done. The recommendation is stated with a description of the modality 'perlu' (necessary). By using the description of the 'perlu' (necessary) modality, the author actually wants to state the intention of recommending or suggesting. The classification of 'perlu' (necessary) linguistic forms is graded, for example with the form of 'sangat perlu' (very necessary) or 'perlu sekali' (very necessary). In non-standard language, it is often found in the form of strengthening recommendations such as 'sangat-sangat perlu' (very, very necessary) or maybe 'perlu-perlu sekali' (very necessary). In standard usage, of course, the linguistic form as above is not used and usually only appears in spoken use. The 'perlu' (necessary) form may also be graded with 'mesti' (should), or 'mestinya' (should). Both forms come from the complete 'semestinya' (should) form. Thus, it is necessary to emphasize that the form of 'perlu' (necessary) as a modality statement has an affirmative function. The 'perlu' (necessary) form has a function as a 'booster' (Lo et al., 2021; Triyoko et al., 2021).

In the following data B2.218, '*Masyarakat perlu [M] terus memanfaatkan teknologi sebagai upaya untuk melestarikan permainan anak tradisional. Berdasarkan temuan analisis data, penulis menemukan 2 poin yang dapat dilakukan dalam rangka melestarikan permainan anak tradisional melalui sarana teknologi, yaitu (1) membuat permainan gawai dan (2) membuat film animasi dengan mengintegrasikan dimensi kebahasaan dalam beberapa bahasa. Kedua bentuk upaya tersebut membutukan kerja sama antarbidang keahlian, seperti hal yang telah dinyatakan oleh narasumber'*, (Communities need [M] to continue to use technology as an effort to preserve traditional children's games. Based on the findings of data analysis, the authors found 2 points that can be done in order to preserve traditional children's games through technological means, namely (1) making mobile games and (2) making animated films by integrating the linguistic dimension in several languages. Both forms of effort require cooperation between fields of expertise, as stated by the resource person), the description of the modality 'perlu' (necessary) is present in the sentence that reads, '*Masyarakat perlu terus memanfaatkan teknologi sebagai upaya untuk melestarikan permainan anak tradisional.'* (The community needs to continue to use technology as an effort to preserve traditional children's games).

The paraphrase of the sentence above is that the community is recommended or advised to continue to use technology as an effort to preserve traditional children's games. So in contrast to the characterization of other linguistic forms, for example 'harus' (must) which states 'keharusan' (must) or 'kewajiban' (obligation), the modality statement 'perlu' (necessary) is only suggestive or recommending. It is very important to pay attention to the students who compose the thesis so that the arguments laid out in the discussion section of the thesis are of increasing quality.

Apart from conveying confidence affirmations, the author's confidence in stating the arguments in the language section of the thesis can also be carried out by providing recommendations. Language forms such as 'perlu' (necessary) and 'sangat perlu' (very necessary) as shown in the excerpt above are clearly useful for conveying the intention of recommending something. A thesis writer must really understand the form of language as in front of it so that the main goal is to make the reader feel confident about the written arguments in that section of the discussion really being carried out optimally. The forms of 'perlu' (necessary) and 'sangat perlu' (very necessary) have a softer level of affirmation compared to the forms of 'tentu' (of course) or 'tentu saja' (of course) as stated in the previous data (Hardjanto, 2016; Godden, 2017).

c. Affirming by Confirming Something

From the research data, it was found that the modality statement 'tentu' (of course) can have another boosting function. If it is said before that the linguistic form has the function of confirming by showing confidence, in the following data C1.254 the form 'tentu saja' (of course) has the function of 'ensure something is stated'. By using the modality statement, something that is stated becomes more assertive and definite. Therefore, the linguistic form is said to have the function of confirming by ensuring something that is about to be stated.

The following C1.254 data can be examined further to clarify this, *'Bahasa nonverbal tentu saja [M] digunakan bukan karena menyertai atau mengganti tuturan verbal melainkan bahasa nonverbal juga memiliki fungsi dalam suatu tuturan. Penyelidikan tentang fungsi bahasa nonverbal mengadaptasi referensi dari Burgoon (2016). Pakar bahasa nonverbal tersebut mendeskripsikan fungsi bahasa nonverbal dengan terperinci. Perilaku nonverbal berfungsi untuk menyediakan informasi, mengatur interaksi, mengekspresikan keintiman, melakukan kontrol sosial, dan memfasilitasi tujuan (Patterson, 1983:11). Fungsi pertama bahasa nonverbal dalam tuturan adalah menyediakan informasi. Dalam tuturan antara penutur dan mitra tutur pesan adalah sesuatu yang mereka sampaikan. Penyampaian pesan melalui bahasa nonverbal. Bahasa nonverbal adalah sinyal sosial yang dengan sengaja digunakan untuk berkomunikasi dan mengandung suatu pesan (Burgoon, 2016:202).* (Nonverbal language of course [M] is used not because it accompanies or replaces verbal speech but nonverbal language also has a function in an utterance. The investigation of nonverbal language functions adapts references from Burgoon (2016). The nonverbal language expert described the function of nonverbal language in detail. Nonverbal behavior serves to provide information, regulate interactions, express intimacy, exercise social control, and facilitate goals (Patterson, 1983:11). The first function of nonverbal language in speech is to provide information. In speech between the speaker and the hearer, the message is something they convey. Sending messages through nonverbal language. Nonverbal language is a social signal that is intentionally used to communicate and contains a message (Burgoon, 2016:202)).

The form of 'tentu saja' (of course) with an affirmation function by ensuring that as conveyed in front is graded with the forms of 'pasti' (definitely) and 'mesti' (must). The two linguistic forms have gradations in terms of the assurance at a higher level than

the 'tentu saja' (of course) form. Students should not ignore the observation of the form and function of modality descriptions as a booster as presented earlier in preparing arguments in the preparation of the thesis discussion section.

Affirmations made by a writer in the discussion section can also be carried out by using the form 'mesti' (should) or 'pasti' (definitely) as exemplified in the excerpt of the article above. Affirmations that are conveyed by using the modal qualifiers 'mesti' (should) and 'pasti' (definitely) are not the same as those previously conveyed because of their confirmative nature. In other words, the meaning of affirmation which is emphasized by using the linguistic forms above is affirmation by confirming something (Triyoko et al., 2021 ; X. Wang, 2022) . Thesis writers who can vary the use of modal qualifiers with different affirmation functions will further improve the quality of their arguments and will make writing containing these arguments interesting for readers to enjoy.

d. Affirming by Confirmation of Clarity

The modality description 'sangat jelas' (very clear) has an affirmative function (Shim, 2017). The function of affirmation to be expressed in linguistic form is to reinforce clarity about something. Thus, it can be emphasized that the modality statement 'sangat jelas' (very clear) carries out the function of confirming with a statement of affirmation of clarity about something that is conveyed. The linguistic form is of course graded with an explanation of the modality of 'jelas sekali' (very clear) and 'jelas' (clear). People may assume the same between the 'sangat jelas' (very clear) form and the 'jelas sekali' (very clear) form, but in fact the two forms of language are used to symbolize different meanings. Meanwhile, if the form of modality description is 'jelas sekali' (very clear) and 'sangat jelas' (very clear) compared to the 'jelas' (clear) form, the addition of the form of 'sekali' (once) and 'sangat' (very) shows a higher level of intensity. Thus, the 'jelas' (clear) form has different levels of amplification compared to the 'jelas sekali' (very clear) form and the 'sangat jelas' (very clear) form (Triyoko et al., 2021).

In data E2.159, the description of the 'sangat jelas' (very clear) modality that functions as an affirmation is as follows, '*Semua orang meninggal pasti [M] dikendurikan, karena sudah menjadi tradisi turun-temurun, tetapi penggunaan kerbau tidak mutlak, ada juga kélas yang hanya dilakukan dengan ayam, babi, sapi, atau kuda. Pengadaan kerbau bergantung pada kemampuan keluarga. Keluarga yang mampu pasti melaksanakan kenduri dengan kerbau. Walaupun telah dikendurikan menggunakan ayam atau babi, ketika telah mereka yang meninggal akan kendurikan lagi dengan kerbau sebagai rasa syukur dari kelaurga. Kembali kepada kepercayaan tadi, bahwa kebaikan yang dialami dalam hidup karena campur tangan mereka yang telah meninggal. Selain itu, Inosensius Sutam, salah satu ahli kebudayaan Manggarai (13/05/21) menjelaskan, di lain hal pengadaan kerbau juga disebabkan permintaan orang yang meninggal sewaktu masih hidup atau melalui pemberian tanda, seperti mimpi, maka keluarga berkewajiban memenuhi permintaan itu. Ada keyakinan, kualat dan persoalan yang terjadi dalam hidup karena tidak menghiraukan permintaan-permintaan dari mereka yang meninggal. Jadi sangat jelas, MM memiliki tanggung*

jawab besar dalam menjaga keharmonisan relasi dengan mereka yang telah meninggal.' (Everyone who dies must be relaxed, because it has become a hereditary tradition, but the use of buffalo is not absolute, there are also classes that only done with chickens, pigs, cows, or horses. Procurement of buffalo depends on the ability of the family. Families who can afford to have a feast with buffalo. Even though it has been loosened using chicken or pork, when they have died they will relax again with a buffalo as a thanksgiving from the family. Back to the belief earlier, that the goodness experienced in life is due to the intervention of those who have died. In addition, Inosensius Sutam, one of the cultural experts from Manggarai (13/05/21), explained that on the other hand, buffalo procurement is also caused by the request of a person who died while still alive or through giving a sign, such as a dream, so the family is obliged to fulfill that request. There are beliefs, faults and problems that occur in life because of not paying attention to the requests of those who died. So it is very clear, MM has a big responsibility in maintaining harmonious relations with those who have died.)

It is very important to pay attention to the function of modality information as a booster as described above by students who compose the thesis discussion section so that the quality of their arguments increases in the thesis discussion section is working on.

Affirmations can also be carried out by a thesis writer by prioritizing the function of emphasizing clarity. Language forms such as 'jelas sekali' (very clear) or 'sangat jelas' (very clear) can explicitly express the intention of confirming clarity as contained in the text snippet above. By replacing these linguistic forms, argumentative writing in the discussion section of the thesis will be increasingly used to build the reader's confidence (Xu & Wu, 2014). Argumentative writing, regardless of the genre, is always aimed at building the reader's confidence (Samosa, 2021) . By understanding these forms of language, the function of affirmation by showing confirmation of clarity can become easier to do.

e. Affirming by Inferring Purpose

Sometimes the affirmation is conveyed with a modality that means to conclude, such as 'artinya' (meaning), 'maksudnya' (meaning), 'akhirnya' (finally), 'intinya' (essentially), 'pokoknya' (essentially), and so on. The description of modality means to conclude that the various types are not dichotomous, but must have different degrees of gradation. The 'artinya' (meaning) form is definitely not the same as the 'maksudnya' (meaning) form or the 'intinya' (essential) and 'pokoknya (essential) forms. Each of them is used to convey meanings that are definitely not the same because the presence of a word in the language is actually used to express different intentions or meanings (Naderi & Hirst, 2019 ; Jung Sookhyun, 2018) . The use of the affirmative form of 'artinya' (meaning) is usually present at the end of the text. Thus, such an argumentative construction must place the position statement at the end of the text.

In the following snippet of data E3.190, the use of meaningful modality information confirms that by concluding it can be seen in the following excerpt, *'Bertalian dengan*

hal di atas, adanya kepercayaan kepada Mori agu Ngaran juga melahirkan pandangan tentang kematian bahwa kematian sebagai batas hidup manusia bukan akibat dosa, melainkan harus ada, entah manusia berdosa atau tidak. Hidup manusia diciptakan Tuhan demikian, tetapi dosa telah mengubah cara hidup manusia mengalami batas kehidupan itu (Jebarus, 2013). Hal ini dapat ditilik dalam syair tola kaba, di mana ada ungkapan angén ghau manga ndiéng limé paras pa'a tara tuzu matam atau angen ghau manga dado lako salang pagat tara tuzu matam. Artinya, mungkin [M] (angen) perbuatan ndiéng limé paras pa'a dan dado lako salang pagat itu yang mengubah cara hidup Lesak, Bombol, Ta, Nggaul, Lesak (nama orang meninggal) mengalami batas kehidupannya.' (In connection with the above, the belief in Mori agu Ngaran also gives birth to the view of death that death is the limit of human life, not the result of death. sin, but must exist, whether man is a sinner or not. Human life was created by God that way, but sin has changed the way human life experiences the limits of that life (Jebarus, 2013). This can be seen in the tola kaba verse, where there is an expression angén ghau manga ndiéng limé paras pa'a tara tuzu matam or angen ghau manga dado lako salang pagat tara tuzu matam. It means, maybe [M] (angen) the actions of ndiéng limé paras pa'a and dado lako salang pagat that changed the way of life of Lesak, Bombol, Ta, Nggaul, Lesak (name of the deceased) experienced a limit to his life).

The thesis discussion must be very critical of the use of various modalities that serve to conclude as described above. Accuracy in the use of multimodality information in compiling the discussion section of the thesis will have a major influence on the quality of the arguments he is playing in writing a thesis (Lo et al., 2021).

A writer of the discussion section of a journal article must be very good at using affirmations to emphasize his argumentative intent. Language forms such as 'pokoknya' (basically), 'intinya' (essentially), 'pada dasarnya' (basically), 'akhirnya' (finally) must be replaced in a variety of ways so that the arguments conveyed are more assertive. The forms of discussion above are very important to be used to build conclusions on the arguments that have been presented before. With these forms of language, the intention to build the reader's confidence can be fulfilled properly (Kusumawati et al., 2021).

f. Affirming of Intent by Ensuring

In argumentative writing, language forms such as 'dengan demikian' (thus) are often found. The linguistic form is used to convey the intention to conclude (Lo et al., 2021; Triyoko et al., 2021). Almost similar to the linguistic forms that were conveyed earlier, namely 'artinya' (meaning), 'intinya' (essentially), 'pokoknya' (principally), etc., the linguistic form of 'dengan demikian' (thus) is also used to convey meaning. However, this has been stated before. So it is clear that the linguistic form 'dengan demikian' (thus) is used to convey the meaning of affirming by concluding.

In the following data F2.92, the explanation above can be observed more clearly, *'Ambiguitas ini disebabkan oleh adanya polisemi, yaitu sebuah kebahasaan yang memiliki berbagai makna (Wijana dan Rohmadi, 2011: 31). Ambiguitas muncul dalam berbagai variasi bahasa lisan maupun tulis. Menurut Song (2010: 877) peran konteks menghilangkan ambiguitas ini akan sangat berguna   pada kata, frasa, kalimat atau*

kelompok kalimat yang mengandung satu atau lebih interpretasi atau makna. Song (2010: 877) menyebutkan bahwa ada dua jenis ambiguitas yaitu ambiguitas leksikal dan ambiguitas struktural. Bentuk-bentuk ketaksaan ini disebabkan oleh polisemi dan homonimi. Dengan demikian, dapat disimpulkan maksud kata "jauh" adalah murid yang duduknya di belakang. Terkait dengan ambiguitas atau ketaksaan Humpty Dumpty (Ullman, 2014: 58) mengatakan bahwa "Jika saya menggunakan kata, itu berarti bahwa apa yang saya pilih adalah maknanya, tidak lebih dan tidak kurang". Pendapat ini tentu saja [M] mendapat catatan dari para ahli linguistik yang mengetahui adanya konteks dalam setiap kata. Kedua pandangan ini benar adanya karena beberapa kata tertentu bisa berdiri sendiri tanpa kehadiran konteks, sedangkan beberapa kata lain tidak dapat berdiri tanpa bantuan konteks. Kata-kata yang tidak dapat berdiri sendiri tanpa bantuan konteks bisa menyebabkan munculnnya penafsiran makna lebih atau ambiguitas (ketaksaan bahasa). Ambiguitas atau ketaksaan sering diartikan sebagai kata yang bermakna ganda atau mendua arti (Chaer, 2009: 104).' (This ambiguity is caused by polysemy, which is a language that has various meanings (Wijana and Rohmadi, 2011: 31). Ambiguity appears in various variations of spoken and written language. According to Song (2010: 877) the role of context in eliminating this ambiguity will be very useful in words, phrases, sentences or groups of sentences that contain one or more interpretations or meanings. Song (2010: 877) states that there are two types of ambiguity, namely lexical ambiguity and structural ambiguity. These forms of inequality are caused by polysemy and homonymy. Thus, it can be concluded that the meaning of the word "far" is the student sitting at the back. Regarding ambiguity or ambiguity, Humpty Dumpty (Ullman, 2014: 58) said that "If I use the word, it means that what I choose is the meaning, nothing more and nothing less". This opinion of course [M] gets notes from linguists who know the context in every word. Both views are true because certain words can stand alone without the presence of context, while some other words cannot stand without the help of context. Words that cannot stand alone without the help of context can lead to the emergence of more meaning interpretation or ambiguity (language ambiguity). Ambiguity or ambiguity is often interpreted as a word that has multiple or ambiguous meanings (Chaer, 2009: 104)).

In the researcher's observation, the modality statement 'dengan demikian' (thus) is often used interchangeably with the form 'dengan begitu' (thus). The two forms that are often used interchangeably also have different gradations of firmness. However, these differences in gradation of firmness are outside the focus of this study and therefore are not presented here. A writer in the discussion section of the thesis cannot ignore the accuracy in seeing the function of certain lingual units as boosters as mentioned above. The accuracy of such use will greatly affect the quality of the discussion section of the thesis he makes.

Language forms such as 'dengan demikian' (thus), 'intinya' (essentially), 'pokoknya' (essentially) can also be used to convey emphasis or affirmation. The intention of the author of the discussion section that is packaged in these arguments is to convince the reader even more with the replacement of linguistic forms as shown above. Thus the main objective of convincing the reader in writing the discussion section of the thesis is

fulfilled by appreciating linguistic forms that function to guarantee confidence as stated above (Godden, 2017).

g. Affirming by Suggesting Something

Data F3.99 reads, *'Terkait dengan budaya kerja keras, ada dua data yang dikutip dan dimaknai peneliti. Data-data tersebut menyiratkan makna pragmatik yang menunjukkan identitas masyarakat Wewewa sebagai masyarakat yang memiliki spiritualitas kerja yang tinggi. Dalam kenyataannya, kondisi alam masyarakat Wewewa diwarnai dengan tanah yang subur dan berkelimpahan. Kondisi tersebut dibuktikan dengan jenis tanaman apa saja yang ditanam oleh masyarakat pasti [M] bertumbuh dengan subur dan menghasilkan buah. Walaupun tanahnya subur, satu kesulitan masyarakat Wewewa adalah air. Andalan utama masyarakat adalah menampung air hujan saat musim hujan. Kondisi alam inilah yang menunjukkan karakter mereka sebagai masyarakat yang bekerja keras.'* (Regarding the culture of hard work, there are two data that are quoted and interpreted by researchers. These data imply a pragmatic meaning that shows the identity of the Wewewa community as a society that has high work spirituality. In reality, the natural conditions of the Wewewa people are colored by fertile and abundant soil. This condition is proven by what types of plants are planted by the community, surely [M] will thrive and produce fruit. Even though the land is fertile, one difficulty of the Wewewa people is water. The main mainstay of the community is to collect rainwater during the rainy season. This natural condition shows their character as a people who work hard.')

In the F3.99 data, there is a description of the modality as an expression of the meaning of certainty. Specifically, the expression of certainty is found in the sentence, 'This condition is proven by what kind of plants planted by the community must grow well and produce fruit.) The lingual form of 'pasti' (definitely) in 'definitely grows' is a statement of certainty. The linguistic form has a function as an affirmation or a booster in the sentence (Lo et al., 2021 ; Shim, 2017) . The function carried out by the 'pasti' (definite) lingual unit in the F3.99 data is confirmation by ensuring something is conveyed. The 'pasti' (definite) form is graded with the 'tentu' (of course) or 'tentu saja' (of course) form. The last two lingual units can be used to replace the 'pasti' (definite) form even if the degree of certainty is different. An argumentative writer must really understand the difference in the function of this kind of affirmation so that the argument he expresses is correct.

Affirmations in the discussion section of the thesis can be done by conveying forms that suggest suggestions. Readers' confidence can be built by showing a number of suggestions delivered with confidence by a writer in the discussion section of the thesis. Language forms such as 'pasti' (definitely), 'tentu' (certainly) apart from being assigned to convey the functions as shown above, can also be used to express the intention of giving advice (Shim, 2017) . The clear context of using the modal qualifier will further support the clarity of the use of forms that can be used to express suggestions as shown in the excerpt above (Takimoto, 2015; J. Wang & Zeng, 2021).

4. Conclusion

This research has resulted in conclusions related to the form and function of modal qualifiers. In terms of form, there are two types of modal qualifiers in the discussion section of the student thesis, namely modal qualifiers in the form of lingual units of words, such as 'perlu' (necessary), 'pasti' (definitely), 'pastinya' (surely), 'dipastikan' (surely), 'seharusnya' (should), and 'artinya' (meaning). In addition, there are also findings of modal qualifiers in lingual units of phrases, such as 'tentu saja' (of course), 'dengan demikian' (thus), 'sangat jelas' (very clear). With more extensive data, it is possible to find more and more varied types of modal qualifiers. In relation to the modal qualifier function as a booster, there are seven manifestations of the booster function, namely (1) affirming by showing confidence, (2) affirming by giving recommendations, (3) affirming by confirming something, (4) affirming by confirmation of clarity, (5) affirming by inferring purpose, (6) affirming of intent by ensuring, and (7) affirming by suggesting something.

Even though this research has found the things above, the researcher admits that the implementation of this research is still limited in the scope of the data and the data sources so that a holistic description of the form and function of modal qualifiers is also limited. In other, more flexible opportunities, researchers will conduct similar studies with a wider and adequate range of data and data sources. The researcher also suggests to researchers who have similar concerns to conduct research with the same object of study so that the description of the form and function of the modal qualifier as a booster in the discussion section of the master's program student thesis will be described more comprehensively and holistically.

Declaration of Conflicting Interest

I hereby declare that there is no conflict of interest in this research.

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