

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Human is said to be a social creature if she/he is able to interact with others. In interaction human requires a device called a language to convey their intentions and goals. Language is very important in communication because with it human could convey their intention and goal to another easily and become more understandable. Communication is the exchange and flow of information and idea from one person to another. Wardhaugh (1992:15) states that "communication is a social activity which requires coordinated efforts of two or more individuals". Communication deals with social activity which involves more than one person. It usually occurs between the speaker and the hearer (receiver)".

People cannot communicate without any tool of communication. They need language to communicate with others. It is important because without it they will have difficulties in transferring information to the others. Generally language is divided into two main parts: written language and spoken language. Written language is as important as spoken language. It is the language used in all written form of communication. One of the examples of written language is thesis. A student who is going to finish his/her study in college has the obligation to write a thesis. Thesis presents the findings of research work submitting to obtain a degree or professional qualification.

For students, it seems that writing a thesis is difficult task to do since it is different from ordinary writing. In writing a thesis, they probably get difficulty in putting the idea into writing form in which their writing has to be correct grammatically. A thesis belongs to academic writing that is writing conducted in the academic world which aims at informing rather than entertaining.

If the thesis writer wants to give an appropriate information to the reader, his/her statement should be written precisely in the thesis. First, he/she could probably use the right sentences which can be accepted by the reader. For example the student cannot write something that cannot be considered true without any proof. Second, the strength of the claims he/she is making should be tendered by using modality or any kind of word that shows that his/her claims can be correct or can be wrong because it is a research.

The statements or claims on a particular subject are usually written on introduction section, because this section introduces the topic to the readers, provides an overview of previous research on the topic, and identifies the researcher own hypothesis. So, the writer needs to know how to write the appropriate and acceptable introduction. To do that, he/she can use a means which is known by linguists as a “hedge” or “hedging”.

According to Hyland (1995: 33) “Hedging is the expression of tentativeness and possibility in language use and it is crucial to scientific writing where statements are rarely made without subjective assessment of truth”. Hedges in academic discourse are very significant. They are used to limit the writer’s statement since the statement cannot be considered true as the fact. By hedging,

the writer tones down his statements in order to reduce the risk of opposition. This position associates hedges with scientific imprecision and defines them as linguistic cues of bias which avoid personal accountability for statements.

As what Hyland states above, here the researcher gives some examples to show the importance of hedges in scientific research. These examples are taken from the background of the study section of an English student thesis of Dian Nuswantoro University:

- 1) *Writing style may have a relation with the structure lesson in a language.*
- 2) *The researcher chose to use complex sentences because the “complex” is assumed to be the most complicated part to translate in translating process.*

In example 1, the writer prefers to use the word “*may*” to show that he/she still doubts in writing the statement because it cannot be considered true as the fact. Beside that the writer wants to avoid the risk of opposition from the reader. In example 2, the writer prefers to use “*is assumed to*”...to avoid personal responsibility for statements in order to protect his/her reputations.

From the examples above, the researcher is interested in studying hedges in the thesis because: first, hedges can be used by the writer to avoid the risk of opposition from the reader since his/her statement cannot be considered true as the fact. Second, hedges can avoid personal responsibility for statements in order to protect writer’s reputation. Therefore by doing this research the researcher would like to know what types of hedges appear in the theses and their functions. In this research, the researcher focuses only on the background of the study because hedges would seem to appear most in this section.

1.2 Statements of the Problem

Based on background of the study, the problems can be stated as follows:

1. What are the types of hedges used in Background of the Study sections of English Department theses of Dian Nuswantoro University?
2. What are the functions of hedges used in Background of the Study sections of English Department theses of Dian Nuswanto University?

1.3 Scope of the Study

The scope of this study is discourse analysis study focusing on hedges used in Background of the Study sections of English Department theses of Dian Nuswantoro University in the academic years of 2010 to 2012. In the range of the years the researcher took 15 background of studies because these can be considered representative for the data.

The data is limited only in the background of the study because it is one of the elements of introduction section in which hedges will appear more frequently than in another section. As what Salager- Meyer (1997:113) states, “in the introduction sections of academic paper, hedges serve the purpose of building arguments to support researchers’ own work”. To make easy in analyzing the data, the writer ignored the citation because it is not the writers’ own work.

1.4 Objectives of the Study

Based on the problems mentioned above, the researcher can mention the objective of the study as follows:

1. To depict the types of hedges which are used in Background of the Study sections of English Department theses of Dian Nuswantoro University.
2. To identify the functions of hedges which are used in Background of the Study sections of English Department theses of Dian Nuswantoro University.

1.5 Significances of the Study

The result of the study is expected to give contribution for the following person or institution:

1. The researcher

This study is significant for applying the theories of linguistics derived from the lecturer during the time of the study. The researcher gets more knowledge about hedges.

2. Readers of the thesis

The researcher hopes that the study can give the readers some explanations on the use of hedges and the functions of hedges by enriching the reader's knowledge in relation with hedges words. From this study, hopefully readers can be informed about the knowledge of hedges, especially how the hedges words are used in scientific writing.

3. Dian Nuswantoro University

It is expected that this research will be part of literature in the institution of Dian Nuswantoro University and helps other students in understanding hedges.

1.6 Thesis Organization

This thesis is arranged in five chapters. The first is introduction: it consists of background of the study, statement of the problem, scope of the study, objectives of the study, significance of the study, and thesis organization.

Review of related literature is exposed in chapter two. This chapter is arranged to support and direct the research in analyzing the data of the problem. The theories used in this chapter are: taxonomy of hedges and functions for hedging.

The third chapter begins with the method used in this research. This chapter contains five sub-chapters; they are research design, unit of analysis, and source of data, technique of data collection, techniques of data analysis.

The fourth chapter covers the analysis the data, it contains the comparative analysis done by the writer, or in other word, it presents research findings and discussion.

The last chapter is the conclusion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In line with the discussion of this thesis, this chapter focuses on the explanation of hedges, the types of hedges and the functions of hedges.

Hedges are important things that must be used in research article in order to tender the statement or claim made by the writer since it cannot be considered true as the fact. So, in this chapter the researcher wants to explain information about hedges, such as the definition of hedges, hedging and the construction of knowledge, four reasons for hedging, hedges and their characteristic in English, the types of hedges, the functions of hedges, hedges in academic writing, and hedges in introduction section.

2.1 Definition of Hedges

“Hedging is defined as the expression of tentativeness and possibility in language use and it is crucial to scientific writing where statements are rarely made without subjective assessment of truth” (Hyland, 1995:33). Hedges maybe are used by thesis’ writer to show that he/she still doubts with his/her statement in scientific writing. Furthermore, hedges indicate if the statement of thesis’ writer is still in possibility and could not be said to be in accordance with the fact. So, these could avoid them from getting opposition from the reader. Hedges also indicate interpretations and allow them to convey their attitude to the truth of the statements they accompany, thereby presenting unproven claims with caution and

softening categorical assertions. These are central functions in environment where the need to evaluate evidence and state the certainty of judgements can contribute to gaining the acceptance of knowledge claims. Therefore, hedging may be able to be said as an important device in constructing the knowledge.

2.2 Hedging and the Construction of Knowledge

Hedging has been a subject of interest to linguists since Lakoff (1972: 195) first used the term to describe “words whose job is to make things more or less fuzzy”. Essentially, it represents an absence of certainty and is used to describe ‘any linguistic item or strategy employed to indicate either a) a lack of commitment to the truth value of an accompanying proposition or b) a desire not to express that commitment categorically.

The importance of hedging lies in the fact that transforming claims into accredited knowledge requires reader acceptance and therefore linguistic and rhetorical means of persuasion. Academic knowledge is now generally acknowledged to be a social accomplishment, the outcome of a cultural activity constituted by agreement between a writer and a potentially skeptical discourse community. As a result, the research paper is a rhetorically sophisticated artifact, carefully crafted to display a careful balance of factual information and social interaction, set out using community recognized, and accepted argument forms. Academic writers need to make the results of their research not only public, but also persuasive, and this involves them carefully weighing claims for the significance and plausibility of their work against the convictions and

expectations of their readers. Successful academic writing, in other words, involves authors evaluating their material and acknowledging alternative views because all statements require ratification. This, at least in part, depends on the appropriate use of various rhetorical and interactive features, of which hedges are among the most important. That's why the thesis writers should know the reasons why hedges are really needed in knowledge especially in writing the statements to get ratification.

2.3 Reasons for Hedging

Hedges here are used in scientific writing because of some reasons.

There are four reasons for hedging based on theory of Salager-Myer:

1. Minimize the “threat-to-face”

Since one of the functions of hedges is to minimize the threat-to-face, the theory of Face Threatening Acts (FTAs) is very important to understand. The term “face” in linguistics refers to the respect that an individual has for him or herself, and maintaining that “self-esteem” in public or in private situations. Usually someone tries to avoid embarrassing other person, or making them feels uncomfortable. In their book, *Politeness: Some Universals in Language Usage*, Brown and Levinson (1987:61) explain the term face as follows:

Our notion of ‘face’ is derived from that of Goffman (1967) and form the English folk term, which ties face up with notions of being embarrassed or humiliated, or ‘losing face’. Thus face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction, In general, people cooperate (and assume each other’s cooperation) and maintaining face in interaction, such cooperation being based on the mutual vulnerability of face.

Thus, from explanation above it can be concluded that some acts which threaten a person's face are called face threatening acts (FTA's). Here hedges are used to signal distance and to avoid absolute statements that might put a writer in embarrassing situation if subsequent conflicting evidence or contradictory findings arise.

2. Be a way of being more precise in reporting results

Salager-Meyer and Banks (1994) in *RESLA 20 (2007, 139-158)* claim that the exclusive association of hedges with evasiveness can obscure some important functions of hedging, and that expressing a lack of certainty does not necessarily show confusion or vagueness. Indeed, one could consider hedges as ways of being more precise in reporting results. Hedging may present the truth state of the writer's understanding and may be used to negotiate an accurate representation of the state of the knowledge under discussion. In fact, academic writers may well wish to reduce the strength of claims simply because stronger statements would not be justified by the experimental data presented. In such cases, researcher are not saying less than what they mean but are rather saying precisely what they mean by not overstating their experimental results. Being too certain can often be unwise. Academics want their readers to know that they do not claim to have the final word on the subject, choosing instead to remain vague in their statement.

Hedges are not a cover-up tactic, but rather a resource used to express some fundamental characteristics of modern science (uncertainty, skepticism and doubt) which reveal the probabilistic nature science started acquiring

during the second half of the 19th century (during the 17th and the 18th centuries and the first half of 19th century, science was more deterministic). Moreover, because of the close inter-connection between different scientific fields, no scientist can possibly claim to wholly master the field of knowledge of given discipline.

3. Being positive or negative politeness strategies.

According to Brown and Levinson, politeness strategies are developed in order to save the hearers' "face". In other words, politeness strategies are developed for the main purpose of dealing with these FTA's. Brown and Levinson in Paltridge (2000:49) also state that politeness is based on the notions of positive and negative face. The definitions of both face is stated as follows:

Positive face refers to a person's need to be accepted, or liked, by others, and to be treated as a member of a group knowing that their wants are shared by others. Negative face refers to a person's need to be independent and not be imposed on by others.

Positive Politeness Strategy means that someone recognizes that someone else has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. While Negative Politeness Strategy is a politeness strategy which similar to Positive Politeness in that someone recognizes that they want to be respected; however, it is also assumed that someone is in some way imposing on them.

4. Conforming to an established writing style

Banks in "*Cameroonian and foreign scholars' discourse: the rhetoric of conference abstracts page 173-191*" argues that a certain degree of hedging has become conventionalized, i.e., that the function of hedges is not necessarily to avoid face-threatening acts, but simply to conform to an established writing style. A totally unhedged style would not be considered seriously by journal editors.

It should be made clear at this stage that it is difficult to be sure in any particular instance which of the four above-mentioned concepts is intended nor need we assume that the authors of hedge utterances always know why they hedge their statements in the first place. Salager-Meyer (1994: 152) states that the hedge which are the first and foremost the product of a mental attitude and decisions about the function of a span of language are bound to be subjective.

Beside of knowing the reasons of using hedges, the thesis writers might also need to know about the characteristics of hedges in English to add further information about hedges.

2.4 Hedges and Their Characteristics in English

In his opinion, Allan (1986:11) believes that hedges are ameliorative devices that are capable of making an utterance more polite, than it would ordinarily seem. Perhaps, an elaborate illustration of the use of "hedges" as ameliorative devices is done by Allan (1986). While discussing a variety of strategies and devices for ameliorating impositions when attending to "face", it becomes obvious that some hedges are indirect while a number of them are explicitly settable. Allan contends that whereas the maxim be polite is usually

interpreted as enjoining S (speaker) to pay attention to H (hearer)'s positive face, it is also important for S to pay attention to H's negative face by not imposing himself on the hearer. He describes "Face" as the public self-image that S and H must have regard to, and that:

We don't just lose face in the eyes of our co-interactants, we also maintain it, and enhance it. A moment's thought should confirm from everyday experience that virtually every time S opens his mouth he needs to take care that his utterance will either maintain, enhance or threaten H's face in just the way he intends to affect it, while at the same time maintaining or enhancing his own face.

He contends that the above contributes to utterance meaning, recalling that a satisfactory theory of linguistic meaning cannot ignore questions of face presentation, nor other politeness phenomena that maintain the cooperative nature of language interchange. In a given context, these two aspects of face are said to be capable of leading to tension if the satisfaction of one constitutes an infringement upon the other. Although both verbal and non-verbal acts affect face, Allan (1986:11) concentrates maximum attention on the face affects of utterances.

The face affects of an utterance are calculated against the sum of three pragmatic factors: D rating, P rating, and R rating. While D rating is based on the social distance between S and H, and determined on such parameters as their comparative ages, sexes, and socio-cultural backgrounds, P rating is based on the asymmetric relation of H's power over or inferiority to S in the context of utterance, R rating is based on the relative ranking of a particular act within the context of utterance.

The greater these ratings are, Allan (1986:11) opines, the more polite S should be, in order to be cooperative. Knowing how to use a language correctly is

said to mean being able to assess these values, accurately, and correlate them with certain language expression, ways of speaking, tone of voice, etc. In order to produce an utterance that has the intended face affect, the face affect of the utterance is correlated with the sum of the values attributed to D, P, and R. So a low score on one component is said to be capable of offsetting a high score on another.

A change from S's normal manner of addressing H marks a meaningful change from S's normal attitude to H. Thus, familiars who normally use in-group forms to address one another may switch to formal or high D forms, in order to express withdrawal of intimacy.

In many circumstances, S will underplay his own attributes, ideas, possessions, and achievements, belittling his own positive face in order to enhance H's. In short, in English, S's modesty is counted a laudable trait, particularly in conversational interchange among strangers or mere acquaintances.

The only general S-humbling strategy open to English speakers is to avoid mentioning himself. Yet, the most prevalent means of self-humbling in English is to say something self-deprecatory; e.g. when the hostess invites you to the dinner table and says 'It's not much I'm afraid', you recognize that she is being modest, and does not intend the observation to be taken literally.

Perhaps Allan's (1986:11) discussion of hedges is most profound, particularly, under the subtitle 'Attending to H's negative face'. Here, he believes the speaker has the plain responsibility of paying attention to H's negative face by not imposing on him.

Another means of ameliorating the imposition is for S to suggest that he will share in carrying out the act. This is an expression of solidarity with H in bearing the burden of an act. Instead of sharing in the imposition, S can propose to swap an imposition on H for a favour towards H. Sometimes, S may seek to evade personal responsibility for the imposition; e.g. when the policeman says: I must ask you to blow into the breathalyzer, madam.

Responsibility for opinions and pieces of information is sometimes eroded through impersonalizing. Another kind of strategy altogether is for S to minimize the imposition and perhaps joke it off; this is probably only possible in informal contexts.

Allan (1986:11) observes that the various ameliorative devices he has discussed are generally called hedges', stating that the more the presence of hedges in an utterance, the more polite it will seem. Hedges can also be used to back off from opinions and assertions. For example:

(1) *She's sort of pretty.*

(2) *It was a kind of bang.*

In addition to being tentative about imposing on H, S can come right out and apologize for the imposition, for example:

(1) *I'm sorry to trouble you but do you have the time?*

(2) *Forgive me for bothering you, but do you have a pen?*

The most frequently used ameliorators are those which purport to ask whether H objects to the imposition S is putting upon him. Perhaps the best known of these is please, meaning if it *please(s) you*'. Although this seems to

question H's willingness to accept the imposition, it is in fact impossible for him to ever seriously respond No, it *doesn't please me* or *I won't because it doesn't please me to*.

(1) *Please keep off the grass.*

(2) *Please remember to water the petunias, darling.*

(3) *Could you please post this letter?*

Alternatively, Allan adds that S may hedge his imposition by questioning whether it is possible for H to accept it, as in:

(1) *Come tomorrow, then, if you can.*

(2) *Your wife's asked me to give her a lift home, if that's OK with you.*

(3) *Casper Milquetoast has been married six times, if you can believe it!*

In summary, Allan (1986:11) concludes that if S intends to maintain H's maxim, he adds, could be subcategorized into four more particular maxims governing the four categories of imposition on H's negative face.

Much of available literature on hedges concentrates on their functions as devices of positive politeness. Brown and Levinson (1986: 117) believe that one characteristic device in positive politeness is to hedge extremes, so as to make one's own opinion safety vague. They assert that normally 'hedges' are a feature of negative politeness, but with a caveat that some hedges can have this positive politeness function as well, most notably (in English). For instance: *sort of, kind of, like, in a way*.

Other functions of hedges discussed by Brown and Levinson (1986:145) are 'hedges on illocutionary force', hedges encoded in particles. Here, they note

that in some languages there are particles which encode such hedges in linguistic structure. Such are said to often constitute among the most commonly used words in a language, but are typically omitted from dictionaries, and given little theoretical attention. There are also hedges addressed to Grice's quality, quantity, relevance and manner maxims. Hedges addressed to politeness strategies and prosodic and kinetic hedges are also discussed by Brown and Levinson (1986:145).

The importance of all this is that hedges are employed as expressions with clear politeness functions. In particular, hedges addressed to politeness strategies may be derived from maxim hedges and function directly as notices of violations of face wants.

After knowing the reasons of using hedges in academic writing and their characteristics in English, hopefully the thesis writers can use hedges correctly in their thesis. To do that, they should know about the types of hedges and the functions of hedges in academic writing.

2.5 The Types of Hedges

According to Salager-Meyer (1997: 109-110) in scientific English hedges can be divided into 7 types called "strategic stereotypes". They are:

1. Modal auxiliary verbs

Modal auxiliary verbs are the most straightforward and widely used means of expressing modality in English academic writing, the most tentative ones being: *may, might, can, could, would, should*. Examples:

- a. Such a measure *might* be more sensitive to changes in health after specialist treatment.
- b. Concerns that naturally low cholesterol levels *could* lead to increased mortality from other causes *may* well be unfounded.

In SFL (Systemic Functional Linguistic) based on Halliday (1994: 76), modal auxiliary verbs can be divided into three levels, namely:

- a. Low level, consists of modal auxiliary *can, may, could, might*.

Those modal auxiliary verbs above are used if the probability of something to happen is very low or maybe it will not happen.

Example: I *may* come to your birthday party tomorrow.

It means that the probability the speaker comes to the party is very low

- b. Median level, consist of modal auxiliary verbs *will, would, should*.

The modal auxiliary verbs above are used if the probability of something to happen is 50 %. So, it might happen or not.

Example: I *will* help you to do this assignment.

It means that the probability of the speaker helps to do the assignment is 50 %, maybe it will happen or not.

- c. High level, consist of modal auxiliary verb *must*.

The modal auxiliary verbs above are used if the probability of something to happen is 100%. So, it must happen.

Example: You *must* go now.

It means that the speaker must go now.

From three levels that are explained by Halliday above, here the researcher just used low level and middle level that are considered as hedges. Meanwhile, high level cannot be considered as hedges because the probability of something happen in high level is 100%. So, it must happen.

2. Modal lexical verbs

Modal lexical verbs (or so called “speech act verbs “ are used to perform act such as doubting and evaluating rather than merely describing of varying degree of illocutionary force. These verbs include the verbs: *to seem, to estimate, to tend, to think, to argue, to indicate, to propose, to speculate*. Although a wide range of verbs can be used in this way (Banks, 1994), they tend to be a heavy reliance on the above-mentioned examples especially in academic writing. Examples:

- a. *Our analyses suggest* that high doses of the drug can lead to relevant blood pressure reduction. (here too we have a cumulative hedging effect).
- b. *These results indicate* that the presence of large vessel peripheral arterial disease may reflect a particular susceptibility to the development of atherosclerosis.
- c. In spite of its limitations, our study *appears* to have a number of important strength.
- d. Without specific training, medical student’s communication skills *seem to* decline during medical training.

3. Adjectival, adverbial, and nominal modal phrases

These forms of hedges include probability adjectives: *e.g., possible, probable, un/likely*, nouns: *e.g., assumption, claim, possibility, estimate, suggestion*, and adverbs (which could be considered as non-verbal nouns) : *e.g., perhaps, possibly, probably, practically, likely, presumably, virtually, apparently*. Example:

- a. Septicaemia is *likely* to result, which might threaten his life.
- b. This is *probably* due to the fact that Greenland Eskimos consume diets with a high content of fish.
- c. The setting of the neural mechanism responsible for this sensation is *possibly* altered in patients with chronic fatigue syndrome.

4. Approximators of degree, quantity, frequency and time

This can be realized through for example: *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of*. Example:

- a. Fever is present in *about* a third of cases and sometimes there is neutropenia.
- b. Persistent subjective fatigue *generally* occurs in relative isolation.

5. Introductory phrases

Introductory phrases can be realized through phrases such as: *I believe, to our knowledge, it is our view that, we feel that*, which express the author's personal doubt and direct involvement. Example:

- a. *We believe* that the chronic fatigue syndrome reflects a complex interaction of several factors. There is no simple explanation.
- b. *To our knowledge*, your answer is not right.

6. If clauses

This is usually realized through the use of the following phrases: *if true*, *if anything*. Example:

- a. *If true*, our study contradicts the myth that fishing attracts the bravest and strongest men.
- b. *He gave no mention to what, if anything*, the pharmaceutical industry can do to reduce the huge cost of medicines.

7. Compound hedges

These are phrases made up of several hedges, the most common forms being: A modal auxiliary combined with a lexical verb with a hedging content (*e.g., it would appear*) and a lexical verb followed by a hedging adverb or adjective where the adverb or adjective reinforces the hedge already inherent in the lexical verb (*e.g., it seems reasonable/probable*). Such compound hedges can be double hedges (*it may suggest that; it would indicate that; this probably indicates*); treble hedges (*it seem somewhat unlikely that, it may appear somewhat speculative that*), and so on. Example:

- a. There are probably many Southeast Asian Students who *would like to* study there, but who must choose Malaysia or Singapore instead for economic reasons.
- b. That *may seem* a lot of to accomplish in our country.

Besides knowing the types of hedges, it is important to know the functions of hedges in scientific article to know how importance of hedges.

2.6 The Functions of Hedges

Essentially hedges in academic writing signal a writer's anticipation of the possibility of opposition to his or her statements. According to Hyland (1995:34-35) there are three main functions of hedges. They are: function towards proposition, towards writers and towards readers.

First, hedges are used to express propositions with greater precision. This means, by hedging the writer can accurately state uncertain scientific claims with appropriate caution. This occurs since scientific writing is a balance of a fact and evaluation as the writer tries to present information as fully, accurately and objectively as possible. Thus, writers often say "X may cause Y" rather than "X causes Y" to specify the actual state of knowledge on the subject. Hedges here distinguish the actual from the potential or inferential and imply that a proposition is based on the writer's plausible reasoning rather than certain knowledge. Moreover, readers are expected to understand that the proposition is true as far as can be determined. Examples :

- a. The speakers *will* act an apology after she has offended the hearer intentionally or unintentionally.
- b. *Generally* speaking, culture differences have an influence on the selection of formulas for the realization of apology.

The second function of hedges is to "help writers avoid personal responsibility for statements in order to protect their reputations and limit the damage which may result from categorical commitments. Moreover, Hyland explains that here hedges are used to blur the relationship between a writer

and a proposition when referring to speculate possibilities, such as *It was assumed that, These data indicate that, The model implies that,.....*

- a. *It was assumed* that the phosphorylation of EF-2 may play a...
- b. *These data indicatethat* phytochrome A possesses the intrinsic...
- c. *The model implies* that the function of grana is to shield varying amounts of...

In science, writers may hedge in this way because of preliminary results, small samples, doubtful evidence, uncertain predictions, and imperfect measuring technique.

Finally, the last function of hedges is contributed to the development of the writer–reader relationship, addressing the need for deference and cooperation in gaining reader ratification of claims. Research writers must always consider both the reader’s role in accrediting knowledge and the need to conform to the expectations of the medical research community concerning limits of self-assurance. Most importantly, categorical assertions leave no room for dialogue and are inherently face-threatening as they suggest that the arguments need no feedback, thus relegating the reader to a passive role. By explicitly referring to themselves as the source of the claim, often with a cognitive or discourse verb, writers are able to mark the statement as one possible position, an alternative view rather than a definitive statement of truth, and thereby indicate a personal opinion awaiting verification.

Hyland states that here, hedges appeal to readers as intelligent colleagues, capable of deciding about the issues and indicate the statements

are provisional, pending acceptance by one's peers. The examples of this types are : *Thus we suppose that, I believe that,.....*

Thus, we can see that hedges help protect the writer against possible wrong interpretations or faulty results, but they also allow them to demonstrate an awareness of the reader's possible alternative viewpoint, displaying the conditional nature of statements out of strategic respect for them and indicating the degree of confidence that the writer judges it prudent to attribute to statements.

If the writer knew about the types and the functions of hedges in academic writing he/she should also know about the relation between hedges and academic writing to develop his/her knowledge about the use of hedging in academic writing for example like in thesis.

2.7 Hedges in Academic Writing

The view that academic writing is no more than a collection of facts, unfolding in a direct and impersonal manner, and eventually leading the reader to an inescapable truth, is untenable upon closer scrutiny of the research article (Bloor & Bloor, 1991: 1-12; Hyland, 1998). Areas of scientific inquiry are pragmatically sophisticated and are teeming with examples of hedges. "Hedges are an essential element of academic argument" (Myers, 1989:1- 35; Hinkel, 1997:361-386; Hyland, 1998:6) and help structure the research paper. Writers are trying to advance either support for or repudiation of some theory(ies) or hypothesis(es). In so doing, hedges

allow writers “to express a perspective on their statements or the statements of others”, “to present unproven claims with caution and to enter a dialogue with their audience” (Hyland, 1998:6).

For NNES (NonNative English Speaker), mastering this particular genre can prove elusive. Several articles commenting on the difficulties of writing research papers have shared similar findings: unqualified and direct writing typically distinguishes NNESs from their native English speaking counterparts (Hu, Brown, & Brown, 1982:39-49; Skelton, 1988:37-43; Bloor & Bloor, 1991:1-12). Unfortunately for NNESs, while researchers have found that the use of hedges in academic writing is necessary to advance and support claims (Cherry, 1988:63-81; Myers, 1989:1-35; Swales & Feak, 1994), instructors of writing for NNESs often unwittingly give the impression that writing research articles in English requires direct, linear arguments and that they are weakened by any personal references or hedges (Bloor & Bloor, 1991:1-12; Gilbert, 1991:27-46). Textbooks also reinforce this stereotype of directness, some even advising writers “to avoid hedging altogether (Strunk & White, 1959; Winkler & McCuen, 1989), (Hyland, 1998:8). As a result, students become so direct in their writing that it is considered inappropriate and they are criticized for being offensive. Thesis supervisors for English L2 writers are often required to edit for appropriate degrees of qualification (both more and less) in expressing claims (Dudley-Evans, 1991:42-51).

For NNESs in graduate programs, mastery of linguistic and rhetorical devices in English is requisite if they wish to publish their work in journals,

English being the “lingua franca of scientific research” (Hyland, 1998:8). Having research published in English language journals guarantees the widest possible audience for research. Hyland cites the lack of materials devoted to this topic as one of the main reasons that “second language students find hedging their propositions notoriously problematic” Hyland (1998:8). The good news for NNEs is that many researchers believe that learning how to use hedging devices effectively is something that can be taught by making learners aware and drawing their attention to hedging and by direct instruction.

2.8 Hedges in Introduction Section of Scientific Writing

“The use of hedging in introduction section is to establish the significance and novelty of the research and its place in the area of shared knowledge to which the article contributes” Hyland (1996: 190). The hedges here are predominantly content-oriented, non-unexpectedly in a rhetorical component concerned with establishing a research space in which to locate the study. The researchers are thus largely concerned to specify the reliability of the research findings and their commitment to its truth.

There are some evaluations of prior research, but when the tone becomes more speculative and exploratory we see more use of writer-oriented hedges, allowing the authors to make their claims while defending themselves from the dangers of overconfident assertion. The hedges do not therefore compromise the writers’ attempt to express the centrality of their

work, but assist them in establishing that the field is lively and consequential, and that the claims to be made are significant and far-reaching.

Salager–Meyer (1997:113) mentions that the introduction section hedges seem to appear most. It is because “in the introduction sections of academic paper, hedges serve the purpose of building arguments to support researchers’ own work”. Here, the thesis’ writers use hedging to convince the reader that work remains to be done in their area of inquiry.

CHAPTER III

RESEARCH METHOD

Research method is a kind of systematic work plan in order to make its main purpose easier to achieve. The method in this research is chosen by considering its appropriateness of the research object. This research method is arranged based on the problem analyzed and the objectives of the research. The research method in this study covers research design, unit of analysis, the source of data, technique of collection and technique of data analysis.

3.1 Reseach Design

This research used descriptive qualitative method to analyze the problems. It is a research method to describe the subject or the object of the research based on the fact or reality. “Descriptive qualitative method describes the population and the evidence of the data systematically, factually, and accurately.” (Issac *et al* 1971:46). The researcher used this method for classifying and analyzing the data to show the data analysis. In this case, the researcher described the types and the functions of hedges used in Background of the Study sections of English Departement theses of Dian Nuswantoro University.

In choosing the data, the researcher used documentation method. “This method was done by means of documentation or the process of providing evidence”. (<http://en.wikipedia.org/wiki/Documentation>). The researcher used this

method because the data is in the form of document.

Moreover, the researcher used purposive sampling in collecting the data. “Purposive sampling, also known as *judgmental*, *selective* or *subjective* sampling, is a type of *non-probability sampling* technique. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher. (<http://dissertation.laerd.com/articles/purposive-sampling-an-overview.php>). From the explanation above the researcher took the data because of particular purpose rather than another reason.

Here, the researcher took the data from linguistics and translation section more than literature one because in the background of the study of linguistics and translation section, the writer’s statements appear a lot rather than in literature section. Totally, the researcher took 15 theses as the data of this research. This was done by the researcher with the calculation that the total theses in English Departement of Dian Nuswantoro University from academic year 2010 till 2012 are approximately 100 theses. Hence, the researcher only took 15 out of 100. According to Arikunto (2002:7) if the number of subject is less than 100, it is better to take the subject entirely as sample. Furthermore, if the population has a big number the researcher can take 10%-15% or 20%-25% or more subject sample.

The amount of data that were taken from each section was described more detail as follows: 6 theses of linguistics section, 6 theses of translation section, and 3 theses of literature section.

3.2 Unit of Analysis

The unit of analysis in this research was every sentence which has hedges in Background of the Study sections of English Departement theses of Dian Nuswantoro University in academic years of 2010 to 2012.

3.3 The Source of Data

The data of the study were in the form of written ones. The subjects of the study were taken from the English Departement theses of Dian Nuswantoro University in the academic years of 2010 to 2012. The data were retrieved from 3 sections of English Departement thesis of Dian Nuswantoro University. There are 6 theses of linguistics, 6 theses of translation, and 3 theses of literature.

3.4 Techniques of Data Collection

In collecting the data the researcher used some steps:

1. Choosing 15 theses from the English Department theses of Dian Nuswantoro University in academic years of 2010 to 2012 as the data. The researcher took 15 theses because those could be considered representative for the data. As what stated by Arikunto in the research design above that total theses of English Departement of Dian Nuswantoro University from academic year 2010 till 2012 are approximately 100 theses. So, here the researcher could use 15 out of 100.
2. Selecting 15 background of the study sections of those theses. The researcher just took the background of study part because hedges seems to appear most in this part.

3. Looking for the sentences which have hedges of each background of the study for analysis and excluding all the footnotes and quotations for the purpose of this study.

3.5 Techniques of Data Analysis

After the researcher collected the data, he analyzed them. The purpose of data analysis is to simplify tabulating and to explain the data systematically into the simple form. So, it can be easily understood and interpreted. Data have to be analyzed because without analyzing data, it will be difficult to understand the meaning of the data. Therefore, the data were analyzed using the following steps:

1. Reading the data to get understanding about the types hedges used.
2. Identifying the types of hedges which are used in background of the study of the theses by giving them different codes, such as in the following examples :
 - a. Their way of speaking *may* (T1) sound different toward people who have different status from them.
 - b. People use different styles in different social contexts and *indicate* (T2) aspects of their social identity through the way they talk.

Here, the researcher used the code (T1) after the word *may* to identify one of the types of hedges that is modal auxiliary verb. The other types are given different codes such as (T2) for modal lexical verb, (T3) for approximators of degree quantity and time, (T4) for adjectival, adverbial, and nominal modal phrases, (T5) for introductory phrases, (T6) for if clause and (T7) for compound hedges.

3. Classifying the data according to 7 types of hedges. They are *modal auxiliary verbs, modal lexical verbs, adjectival, adverbial, and nominal modal phrases, approximators of degree, quantity, frequency and time, introductory phrases, if clauses and compound hedges*.
4. Describing the function of hedges that can be revealed from the finding. According to Hyland (1995: 33-42) there are three functions of hedges: function towards proposition, function towards writers and function towards readers.
5. Reporting the data in written form.

CHAPTER IV

DATA ANALYSIS

This chapter analyzes and discusses hedges which are used in the Background of the Study sections of English Department theses of Dian Nuswantoro University. To answer the problems, the research was carried out based on the theory of types of hedges as proposed by Meyer in Miller (1997: 109-110) and the functions of hedges as proposed by Hyland (1995:34-35).

4.1 Finding

4.1.1 Hedges used in Background of the Study sections of English Department theses of Dian Nuswantoro University

In their background of the study, English students of Dian Nuswantoro University may use hedges to soften their statements or claims since those cannot be considered true as the fact. Hedges that they use in their background of the study are modal auxiliary verbs, modal lexical verbs, adjective, adverb, & nominal modal phrases, approximators of degree, quantity and time, if clause, if anything, and compound hedges.

From the finding it can be known that totally there are 113 hedges appear in the background of the study of English student theses in Dian Nuswantoro University.

The researcher gets the result from the following description: from linguistics section the researcher found 44 hedges. Whereas, in translation section the researcher found 65 hedges, and in literature the researcher only found 4 hedges. In detail the explanation about types of hedges found in the data can be seen in table 4.1.

Table 4.1 Hedges Used in Background of the Study sections of English Departement theses of Dian Nuswantoro University.

NO	Types of Hedges	Frequency	%
1	Modal Auxiliary verbs	79	69,91
2	Modal Lexical Verbs	5	4,42
3	Adjectival, Adverbial, & Nominal modal Phrases	3	2,65
4	Aproximators of Degree, Quantity, Frequency, and Time	20	17,69
5	If Clause	2	1,76
6	Compound Hedges	4	3,53
	Total	113	100 %

Table 4.1 reveals that the total number of hedges found in Background of the Study of English Department theses of Dian Nuswantoro University is 113. The writers of the thesis are fond of using modal auxiliary verbs as one type of hedges with the frequency of 79 times (69,91 %). They use this type to show their hesitate on the truth of their own statement. Moreover, this type is the simplest one that they could use. The next considerable type of hedges found in this section is the category of Aproximators of degree, quantity and time, which appear 20 times (17, 69 %). The purpose of using this type is to describe the proposition in proportional way without exagrate it. That's way the thesis' writers like to use this type after modal auxiliary verbs. On other hand, the thesis' writers seem to reluctantly use modal lexical verbs, adjectival, adverbial, and nominal modal phrases, if clause, and compound hedges since of them appears less than 5 %.

These four types almost has the same purpose, that is to show the probability. But, that types are only used a little by thesis' writers because they may have difficulty in using that type in sentence.

4.2 Discussion

4.2.1 Modal Auxiliary Verbs

Modal auxiliary verbs here mean that hedges are in the form of modalities. According to Halliday (1994: 76), modal auxiliary verbs can be categorized into 3 levels. Those are *low*, *medium*, and *high*. Low level consists of *can*, *could*, *may* and *might*. Then, medium level consists of *will*, *would*, and *should*. The last one is high level consists of *must*. Here the researcher just analyzes low level and medium level in the data because high level cannot be considered as hedges. Modal auxiliary verbs found in the data can be seen in table 4.2.

Table 4.2 Types of Modal Auxiliary Verbs

Types of Modal Auxiliary Verbs		Frequency
Low	Could	6
	May	28
	Might	3
Medium	Will	17
	Would	3
	Should	22
Total		79

Table 4.2 reveals that totally hedges in the form of modal auxiliary verbs found in the data are 67. It is acquired form low level which consists of modal “could” (6), “may” (28), “might” (3). Medium level consists of “will” (17), “would” (3), “should” (22). The function of modal auxiliary verbs in the sentence functions towards the proposition that means those hedges enable the thesis’

writer to state the proposition with greater precision since the sentence is not followed yet by the real evidence.

4.2.1.1 Low level

In this level modal auxiliary verbs used if the probability of something happen is very low or maybe it will not happen. Below are the examples of the sentences which have modal auxiliary verbs in low level:

1. The same message **could** be delivered differently to the different people.

(Linguistics2 2012, page81, line14)

The modal auxiliary verb used in the sentence above is “could”. Here, the word *could* may has a meaning of past possibility. Here, the writer is talking about something in the past with uncertainty or the possibilities of his/her proposition happen in the past is very low. So, the meaning of the sentence is the probability *the same message can be delivered differently to the different people in the past is very low because the writer is still not sure about it.*

The hedging “could” in the sentence above is categorized into the function towards proposition. It means that by using this modality the writer can state his/her statement accurately and appropriately to avoid a mistake if what he/she said was not true as the fact. Therefore, in the sentence the writer prefers to say *the same message **could** be delivered differently to the different people*, rather than *the same message was delivered differently to the different*

people. Moreover, the presence of modal “could” here also gives implication that proposition comes from the writer’s idea rather than certain knowledge.

2. Complex sentences **may** have different structure in delivering the message of the target language. (Translation1 2011, page75, line53)

The modal auxiliary used in the sentence above is “may”. This modality has a meaning of present possibilities. Here, the writer are talking about something in the present with uncertainty or the possibilities of his/her proposition happens on this time is very low. Moreover, the writer just gives the prediction of his/her proposition and does not show that it is definitely happen. So, the sentence above means that *the possibilities of complex sentences have different structure an delivering the message of the target language is very low because the writer is still not sure about it*.

The hedging *may* is categorized into the function towards proposition. By using word *may* in the sentence above, it seems that the writer just predicts that his/her proposition has probability to happen but it is not definitely happen. Hence, the way the witer conveys the proposition is very proper considering the probability of his/her proposition occurs very low. From the explanation above, it also can be concluded that the writer states the proposition based on his/her idea or opinion rather than certain language.

3. Inappropriate linguistic choices **may** be considered rude. (Linguistics2 2012, page81, line15)

The modal auxiliary “*may*” has a meaning of present possibility. Here, the writer are talking about something in the present with uncertainty.

Furthermore, the degree of the possibilities of his/her proposition is very low because he/she just predicts that it may happen but it is not definitely happen. So the sentence above means that *the possibility of inappropriate linguistic choices is considered rude still low because it is just the prediction.*

The hedging *may* is categorized into the function towards proposition. By using this hedging the writer may state his statement correctly because the probability of the statement happen in reality is very low or maybe it will not happen.

4. Without hedging devices, the authors' claims **might** be considered arrogant, inappropriate, rude, and even offensive. (Linguistics2 2011, page72, line10)

The modal auxiliary "might" is the past form of the modal "may". In the sentence above the modal *might* has a meaning of past possibility. Here, the writer are saying something in the past with uncertainty. Whereas the modal *might* expresses something more doubt than modal *may*. So, the degree of the possibilities is very low. So, the sentence above means that the possibility of *without hedging devices, the probability of the authors' claims be considered arrogant, inappropriate, rude and even offensive is still low or it is not definetely happen.*

As the same with hedging *may* the hedging *might* in the sentence is also categorized into the function towards proposition. It means that this hedging helps the writer to make his/her statement becomes appropriately in order to avoid the opposition from the reader because there is no real proof for it and his/her proposition is not definitely happen.

4.2.1.2 Medium level

In this level modal auxiliary verbs used if the probability of something happen is 50 % or it will happen or maybe it will not happen. Below are the examples of the sentences which have modal auxiliary verbs in medium level:

1. It is used to convey message to other people and without a language the people **will** find it difficult to communicate and express their ideas, thought and wishes. (Linguistics2 2010, page67, line4)

The modal *will* has the meaning intention. In this case, the writer used modal *will* to show that someone has the probability to find or not to find something. So, the meaning of the sentence above is *it is used to convey message to other people and without a language the people have probability to find or to not find it difficult to communicate and express their ideas, thought and wishes.*

As the same to the hedges in low level, the hedging is also categorized into the function towards proposition. Here the writer can state his/her statement precisely by using modal *will* to avoid overstatement since the probability of the statement happen is still 50 %. Therefore the writer prefers to say *it is used to convey message to other people and without a language the people **will** find it difficult to communicate and express their ideas, thought and wishes,* rather than *it is used to convey message to other people and without a language the people find it difficult to communicate and express their ideas, thought and wishes.*

2. In coming years, there **will** be more foreign universities to hold on with MoU. (Translation2 2012, page 85, line 34)

The modal auxiliary verb used in the sentence above is “will”. This modality has a meaning of intention. In this case, the writer is making personal prediction that something will exist in coming years although it also possible will not exist. Therefore, the degree of possibilities is still 50 %. So, the sentence means that *in coming years, there is possibility more foreign universities will exist or will not exist to hold on with MoU.*

The hedging *will* is categorized into the function towards proposition. In the sentence above this modality helps the writer to state his proposition precisely because he/she is just making prediction if something has possibilities to exist or to not exist in coming years. From that explanation, then the proposition that is conveyed by the writer will be easily understood by the reader without causing resistance.

3. Without the familiar structure that gives to social events, it **would** be unable to conduct the most basic interactions of everyday life. (Linguistics1 2012, page80, line18)

The modal auxiliary *would* is the past form of the modal “will”. It is used by the writer to show that something has probability to be unable or not to be unable to cause something else. So, the meaning of the sentence above is *without the familiar structure that gives to social events, maybe it will or maybe it will not be unable to conduct the most basic interactions of everyday life.*

The hedging “*would*” in the sentence is categorized into the function towards proposition. It means that by this modality the writer can also state his/her statement appropriately since the probability of the statement happen is 50 %. Therefore the writer prefers to say *without the familiar structure that gives to social events, it would be unable to conduct the most basic interactions of everyday life*, rather than *without the familiar structure that gives to social events, it was unable to conduct the most basic interactions of everyday life*.

4. The journalist **should** make sure that the news medium does not become the vehicle for promoting one of them. (Linguistics1 2010, page65, line36)

The modal auxiliary “*should*” has the meaning necessity. In this case the modal *should* is used by the writer to show that the probability of something right done is still 50 % (it may be done or may not be done). So, the sentence means *the journalist has possibility to make sure or to do not make sure that the news medium does not become the vehicle for promoting one of them*.

The hedging “*should*” in the sentence above is categorized into function towards proposition. It means that hedging here, is an important means of accurately stating uncertain scientific claims with appropriate caution since the truth of the proposition is still 50 %. Therefore the writer prefers to say *the journalist should make sure that the news medium does not become the vehicle for promoting one of them* rather than *the journalist is sure that the news medium does not become the vehicle for promoting one of them*.

5. The translation **should** have good particular qualities. (Translation2 2010, page 70, line 16)

The modal auxiliary used in the sentence above is “should”. The word *should* means giving an advise. Here the writer is just giving an advise that the translation should have good particular qualities. Therefore, the sentence above means that *the translation may have good particular qualities or may not have good particular qualities depends on the translator itself because it is just a suggestion.*

The hedging *should* is categorized into the function towards proposition. By using this hedging the writer can give an advise about his/her proposition precisely without forcing someone to do it.

4.2.2 Modal Lexical Verbs

Modal lexical verbs are lexical verbs used to perform act such as doubting and evaluating rather than merely describing of varying degree of illocutionary force. The kinds of modal lexical verbs found in the data can be seen in the table 4.3.

Table 4.3 Types of Lexical Verbs

Types of Lexical Verbs	Frequency
Indicate	1
Assume	2
Seems	2
Total	5

Table 4.3 reveals that there are 3 kinds of modal lexical verbs found in the data. Those are *indicate* which only appear once, *assume* which appear twice,

and *seems* which also appear twice. So, totally they are six in the data. The function of modal lexical verbs is function towards the writer. It means that those hedges protect the writer's reputation and decrease the damaged resulted from categorical statements or with this function, the writer benefits from losing face due to overstating a claim. The example of hedges in the form of modal lexical verbs can be seen in the following sentences:

1. This **indicates** that language is useful for people. (Linguistics1 2011, page71, line5).

The writer used the modal lexical verb "indicates" to perform indication or to infer the existence or presence of something. It suggests that something maybe present or maybe not present. In the sentence above the writer gives indication that something maybe is useful or maybe is not useful. So, the meaning of the sentence is *there is indication that language may useful or may not useful for people.*

The hedging *indicates* is categorized into the function towards the writer. It means that this hedging in the sentence can help the writer avoid personal responsibility of the statement since it is not really exist but has possibility to exist. Moreover, in the sentence *this indicates that language is useful for people*, reveals that the writer still doubts to the statement he/she made. So, the writer prefers to use *indicate* to protect his/her reputation and to avoid him/her from embarrassing his/herself because of overstatement claim.

2. The researcher chose to use complex sentences because the „complex“ **is assumed to** be the most complicated part to translate in translating process. (Translation1 2011, page75, line51)

The writer used hedge “is assumed to” to perform the assumption or it may take something as object to take for granted. It suggests that something could or could not be granted. So, the meaning of the sentence above is *the researcher chose to use complex sentences because the “complex” could or could not be granted to be the most complicated part to translate in translating process.*

The hedging “*is assumed to*” is categorized into the function towards the writer. By using *is assumed to* in the sentence above, the writer just gives the assumption or opinion that something can make something else happen and not to give the reality about his proposition. It is the polite way how to state the proposition in order to protect the writer’s reputation from categorical statement. Moreover the hedging *is assumed to* in the sentence *the researcher chose to use complex sentences because the „complex“ is assumed to be the most complicated part to translate in translating process* will make the writer more confident in stating his statement to be accepted and to be granted by the reader.

3. It **has been assumed that** whatever is spoken can also be written. (Linguistics1 2011, page71, line8)

The writer used hedging “has been assumed that” to perform the assumption or it may take something as object to take for granted. It suggests

that something could be granted or could not be granted. In the sentence above the writer just gives speculation that something can be a part of another. So, the meaning of the sentence above is *it could or could not be granted that whatever spoken also be written.*

The hedging “has been assumed that” is categorized into function towards the writer. With this hedging the writer can avoid personal responsibility from his proposition since it is just assumption that maybe can be said correct or incorrect. It can also avoid the writer from embarrassing if the proposition is incorrect.

4. Nowadays there **seems** to be no more boundary whatsoever between nations in the world since the internet was introduced. (Translation2 2011, page76, line1)

The writer used the hedge “seems” to perform or to give the impression of existing. It suggests that something could exist or could not exist. So, the meaning of the sentence above is *it gives impression that there is no more boundary whatsoever between nations in the world since the internet was introduced.*

The hedging “seems” is categorized into the function towards the writer. With this function, the writer benefits from losing face due to overstating a claim. In the sentence above the writer just give overview that there is an effect after something happen, not to give proof. Therefore, it is the right way used by writer to protect his reputation.

5. Every classification has strength itself but it **seems** novel is the most popular work than the others. (Literature 2012, page86, line4)

The word *seems* has the meaning that something has possibility to exist. In the sentence above the writer shows that something has possibility to be most existing than the others. So, the sentence above means *every classification has strength itself but novel may has possibilities to be the most popular work than the others.*

The hedging *seems* is categorized into the function towards proposition. With this hedging the writer’s face will be saved if what he/she claims is not really true as the fact. Because, it still has the possibilities that novel is not the most popular work than the others.

4.2.3 Adjectival, Adverbial, and Nominal Modal Phrases

Hedges here are in the form of modal phrases adjectives such possible, probable, un/likely, then modal phrases adverbs such possibly, probably, and lastly modal phrases nouns such assumption, possibility, etc. These hedges found in the data can be seen in table 4.4.

Table 4.4 Types of Adjectival, Adverbial, and Nominal Modal Phrases

Types of Adjectival, Adverbial, & Nominal Modal Phrases		Frequency
Adjectival	Possible	2
Adverbial	Probably	1
Nominal		-
Total		3

Table 4.4 reveals that there are only adjectival and adverbial found in the data. The adjectival as “possible” is found twice. Meanwhile the adverbial such “probably” is found only once. So, totally there are 3 hedges of this type found in the data. The function of types of adjectival, adverbial, and nominal modal

phrases is a function towards the writer. This function means function to protect the writer's reputation and decrease the damaged resulted from categorical statements or with this function, the writer benefits from losing face due to overstating a claim.

4.2.3.1 Adjectival

Hedges here are in the form of modal phrases adjectives. Below are the examples of the adjectival modal phrases:

1. For example, in an issue which involves the government and people, **it is possible that** the government with its power of dominance sometimes is portrayed as more essential than the people. (Linguistics1 2010, page66, line51)

The writer used the hedge "it is possible that" to perform possibility or to show something may happen or may not happen. In sentence above the writer shows that something has possibility to happen although there is no real proof. So, the sentence above means *For example, in an issue which involves the government and people, the government with its power of dominance sometimes may be portrayed as more essential than the people.*

The hedging "it is possible that" is categorized into function towards the writer. This hedging can help the writer avoid the mistake that will appear if his proposition is not correct as the fact. So, the writer does not need to take responsibility from what he stated. In the sentence above the writer just state there is possibility if something will happen after an issue appeared.

2. **It is possible that** students will get difficulties with the English word pronunciation. (Linguistics2 2010, page68, line29)

The writer used the hedge “it is possible that” to perform possibility or to show something that may happen or may not happen. In the sentence above the writer thinks that there is possibility that someone will get difficulties in doing something in the real context. So, the sentence above means *students maybe will get difficulties with the English word pronunciation.*

As the same with example 1, here the hedging “it is possible that” is also categorized into the function towards the writer. With this function, the writer can be avoided from responsibility if his proposition incorrect. It is acceptable way in stating the statement since it still needs proof.

4.2.3.2 Adverbial

Hedges here are in the form of modal phrases adverbs. Below are the examples of the adverbial modal phrases:

1. But, when they want to speak to other people coming from other countries, they **probably** cannot use Indonesian as a means of communication. (Linguistics2 2010, page67, line7)

The writer used the hedge “probably” to perform probability or to show something that may happen or may not happen. In sentence above the writer shows that there is probability someone cannot use his language if they speak to other come from different countries. So, the meaning of the sentence above is *but, when they want to speak to other people coming from other countries, they maybe cannot use Indonesian as a means of communication.*

The hedge “probably” is categorized into the function towards the writer. With this function, the writer benefits from losing face due to overstating a claim. The hedge “probably” in the sentence *but, when they want to speak to other people coming from other countries, they **probably** cannot use Indonesian as a means of communication*, reveals the writer’s uncertainty on statement made. Here, the writer’s face is saved through the hedge “possible” because he/she doesn’t have to take personal responsibility on the statements made.

4.2.4 Aproximators of Degree, Quantity, Frequency and Time

Hedges here are in the forms of aproximators like degree, quantity, and time. These hedges found in the data can be seen in table 4.5.

Table 4.5 Types of Aproximators of Degree, Quantity, Frequency and Time

Types of Aproximators of Degree, Quantity, Frequency and Time		Frequency
Degree	Generally	2
Quantity	-	-
Frequency	Often	5
	Usually	13
Total		20

Table 4.5 reveals that there are only 2 types of aproximators found in the data. Those are aproximator of degree for example “generally” which appear twice, aproximator of frequency “often” which appear 5 times and “usually” which appear 13 times. So, totally these hedges found in the data are 20. The function of aproximators of degree, quantity, frequency and time is function towards the writer. This function means a function to protect the writer’s

reputation and decrease the damaged resulted from categorical statements or with this function, the writer benefits from losing face due to overstating a claim.

4.2.4.1 Degree

Degree is one kind of approximators that shows standard, level, and value.

The examples of degree can be seen in the following sentences:

1. This is true of written language **generally** but the growth area for this sort of discourse has been the mass media. (Linguistics1 2010, page64, line10)

The hedge used in the sentence above is “Generally”. “Generally” means without reference to specific details or facts; broadly. In the sentence above the writer shows that he/she is not claiming that his/her idea is true in all situations. This also can help the writer presents a claim without overstating it. So, the sentence above means *this is true of written language in general or not in all situations but the growth area for this sort of discourse has been the mass media.*

The hedging “generally” is categorized into the function towards the writer. With this function, the writer benefits from losing face due to overstating a claim. In the sentence above the writer’s claim may not true in all situation. So, he/she used this hedging to make the claim more acceptable for the reader and to avoid him/her from further responsibility.

2. **Generally**, many learners of English as a foreigner language face difficulty in its pronunciation. (Linguistics2 2010, page67, line14)

The hedge used in the sentence above is “Generally”. “Generally” means without reference to specific details or facts; broadly. The writer used

this hedging in the sentence above in order to state the truth of something in general not for all parts of it. So, the sentence above means *it is true that many learners of English as a foreigner language face difficulty in its pronunciation broadly*.

The hedging “generally” is categorized into the function towards the writer. The use of hedging “generally” in the sentence *generally, many learners of English as a foreigner language face difficulty in its pronunciation*, can help the writer avoid to overstate the claim since it is not true in all situation. Then, it can protect the writer’s reputation.

4.2.4.2 Frequency

Frequency is one kind of approximators that shows the property or condition of occurring at frequent intervals. The examples of frequency can be seen in the following sentences:

1. To reveal politeness, people need certain strategies and **usually** each people have their own different strategies. (Linguistics2 2012, page81, line20).

The word “usually” has the meaning habitual or something that is often done in particular thing. In the sentence above the writer shows that someone has habitual in particular thing not all things. So, the sentence above means: *to reveal politeness, people need certain strategies and in particular thing it is true that each people have their own different strategies*.

The hedging “usually” is categorized into the function towards the writer. This hedging in the sentence above can help the writer avoid the

responsibility since the statement is only done in particular thing not in all situation.

2. On the other hand, spoken language is a language realized as speech through the mouth and is **usually** spontaneous. (Linguistics1 2011, page71, line9)

The word “usually” has the meaning habitual. In the sentence above the writer supposes that something is often done spontaneous in certain condition. So, the sentence above means *on the other hand, spoken language is a language realized as speech through the mouth and is often spontaneous in certain condition.*

The hedging “usually” is categorized into the function towards the writer. With this hedging, the writer’s reputation is protected because what he/she stated is just happen in certain condition and not in all conditions. So, the writer will be more confident because this hedging may decrease the mistake in stating the proposition.

3. The representation **often** involves two sides that oppose one to another. (Linguistics1 2010, page66, line48)

The word “often” has the meaning the frequency of something happen. This word in the sentence above means that something may involve another thing many times. It shows that something not always involves another thing. So, the sentence above means *the representation not always involves two sides that oppose one to another many times.*

The function of the hedge “often” is categorized into the function towards the writer. With using the word *often* in the sentence, the writer can

reveal that the representation often involves another thing. But, it doesn't always involve. So, it can help the writer avoid responsibility from overstating a claim.

4. Showing awareness for another person's face when that other seems socially distant is **often** described in terms of respect or deference. (Linguistics2 2012, page81, line10)

The meaning of word "often" is to show intensity. In the sentence above the writer states that his/her claim may describe more than one time. So, the sentence above means *showing awareness for another person's face when that other seems socially distant may describe in terms of respect or deference more than one time.*

The hedging "often" is categorized into the function towards the writer. By using this hedging in the sentence above the writer is avoided from the mistake if his statement is not always described but it's ever described.

4.2.5 If Clauses

If clauses are kind of hedges that show conditional. It means that something has not happened yet or it is still imagination. These hedges found in the data can be seen in table 4.6.

Table 4.6 If clauses

If clause	Frequency
If anything...	2
Total	2

Table 4.6 reveals that there are only 2 of if clauses found in the data. The function of if clauses is function towards the writer. This function is a function to protect the writer's reputation and decrease the damaged resulted from categorical statements or with this function, the writer benefits from losing face due to overstating a claim. The examples of hedges in the form of if clause can be seen in the examples below:

1. The software and hardware must be then included in a computer **if** the computer is programmed to have a voice.(Translation2 2011, page78, line32)

The word "if" has the meaning conditional. In the sentence above the word if gives the meaning that the writer just imagines something that he/she wants to do but he/she does not do that. Or it is to describe that his/her statement is unreal. So, the sentence above means *the computer is not programmed to have a voice yet. So, the software and hardware must not be then included in a computer.*

The hedging "if" is categorized into the function towards the writer. With this function, the writer's reputation will be saved because the statement that he/she made does not happen. Moreover, the writer is also avoided from responsibility because here he/she just gives his/her idea to be developed by the reader itself.

2. Nevertheless, the researcher will be far better equipped to handle writing on their own **if** the researcher have been able to see how a written text in a particular genre is constructed-what is purpose is, and the kinds of language distinguish this genre from others. (Linguistics1 2012, page80, line20)

The word “if” has the meaning conditional. The writer uses this word in the sentence above to show conditional that something will be better when someone knows how to make it but he/she doesn’t know yet. So, the sentence above means *the researcher have not been able to see how a written text in a particular genre is constructed-what is purpose is, and the kinds of language distinguish this genre from others. Nevertheless, the researcher will not be far better equipped to handle writing on their own*

The hedging “if” is categorized into the function towards the writer. With this function, the writer can be avoided from feeling embarrass if his/her statement wrong because it is not really happen. Nevertheless, the writer still wishes that his statement will happen

4.2.6 Compound Hedges

Compound hedges are one of the kinds of hedges formed of several hedges. These can be categorized into double hedges, treble hedges and quadruple hedges. Compound hedges in the data can be seen in table 4.7.

Table 4.7 Types of Compound Hedges

Types of Compound Hedges		Frequency
Double hedges	Should seem	1
	Would appear	1
	Could probably	1
	Will appear	1
Total		4

Table 4.7 reveals that there is only double hedges found in the data as many as 3. The examples of hedges in the form of compound hedges can be seen in the examples below:

1. The writing style in the target language sentence should be followed by all grammatical, syntactic and idiomatic customs as well as the source language sentence that **should seem** to be fluent and skilled enough as the result of translation work. (Translation1 2011, page74, line34)

Hedging used in the sentence above is “should seem”. This hedging is combination of modal auxiliary verb “should” that means necessity which probably could or could not be done and modal lexical verbs “seem” that means to give impression that something exist. Here the writer shows that his/her statement has possibility to exist or to happen 50 %. So, the sentence above means *the writing style in the target language sentence should be followed by all grammatical, syntactic and idiomatic customs as well as the source language sentence that could or could not exist to be fluent and skilled enough as the result of translation work.*

The hedging “should seem” in the sentence above is categorized into the function towards proposition. This hedging helps the writer to state his/her proposition in appropriate way since the possibility of his/her statement will

exist is 50 %. Furthermore by using *should seem* the writer's proposition will look more polite to the readers. Therefore the writer prefers to say *the writing style in the target language sentence should be followed by all grammatical, syntactic and idiomatic customs as well as the source language sentence that should seem to be fluent and skilled enough as the result of translation work*, rather than *the writing style in the target language sentence should be followed by all grammatical, syntactic and idiomatic customs as well as the source language sentence that to be fluent and skilled enough as the result of translation work*.

2. Therefore, the researcher who employs hedging devices in writing their papers **would appear** to have greater opportunities to get their papers published than the ones who do not use these devices.(Linguistics2 2011, page72, line8)

Hedging used in the sentence above is “would appear”. This hedge is combination of modal auxiliary verb “would” that means intention that has possibility to happen and modal lexical verbs “appear” that means something may exist or may not exist. This hedging is used by the writer to show that there is possibility that his/her statement will exist or happen. So, the sentence above means *therefore, the researcher who employ hedging devices in writing their papers has possibilities to have greater opportunities to get their papers published than the ones who do not use these devices*.

The hedging “would appear” in the sentence is categorized into the function towards proposition. The phrase *would appear* here helps the writer state *hedging devices in writing their papers have greater opportunities to get*

their papers published than the ones who do not use these devices accurately because hedging devices in writing their papers does not really have greater opportunities... But, has possibilities to have. Furthermore the presence of hedge “would appear” in the sentence may signify that the hedging is done by the writer itself rather than certain knowledge.

3. Hedging devices **could probably** enable the authors to build a good rapport with their readers, minimizing the possibility of being heavily criticized by those who disagree with the claims the author makes.(Linguistics2 2011, page72, line9)

Hedging used in the sentence above is “could probability”. This hedging is combination of modal auxiliary verb “could” that means the probability something happen is very low or maybe it will not happen and adverbial modal phrases “probably” that means to perform probability or to show something that may happen. The writer uses the phrase *could probably* to show that his claim has possibilities to happen although it is very low. So, the meaning of the sentence is *hedging devices has possibilities enable the authors to build a good rapport with their readers, minimizing the possibility of being heavily criticized by those who disagree with the claims the author makes although it is still low.*

The hedging “could probably” in the sentence above is categorized into the function towards proposition. Because of this hedging, the writer can state *hedging devices enable the authors to build a good rapport with their readers, minimizing the possibility of being heavily criticized by those who disagree*

with the claims the author makes precisely since hedging devices does not really enable... But, has possibilities to enable. Moreover the hedging could probably is an important mean to state the claim since the writer still really doubts with it.

4. Some difficulties **will appear** in translation process because of many problems. (Translation2 2012, page 85, line 28)

The compound hedging used in the sentence above is “will appear”. This hedging is combination between hedging *will* that means intention and hedging *appear* that means showing the existence. Here, the writer is saying that something might exist or might not exist due to another thing. So, the meaning of the sentence above is *perhaps some difficulties will exist or will not exist in translation process because of many problems*.

The hedging *will appear* in sentence above is categorized into the function towards proposition. It means that by using this hedging the writer has a choice to state his/her proposition accurately although he/she still really doubts with it. Beside that, the writer could do further evaluation to his proposition if sometimes it is not proved.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

5.1.1 The Types of Hedges

Based on the data analysis of the Background of the Study sections of English student theses in Dian Nuswantoro University, the researcher can conclude that there are 113 hedges found in this section. The researcher also found that from seven types of hedges there are six of types of hedges used by them. First, are modal auxiliary verbs which appear 79 times (69,91%). Next, modal lexical verbs which appear 5 times (4,42%). Then, approximators of degree, quantity, frequency, and time which appear 20 times (17,69%). After that, adjectival, adverbial, & nominal modal phrases which appear 3 times (2,65%). Then, if clauses which only appear twice (1,76 %), and the last is compound hedges which appear 4 times (3,53%).

Furthermore, the English students of Dian Nuswantoro University seem to use modal auxiliary types a lot than other types because it is the simple one that can be used by them to state their proposition accurately and to reduce the risk of opposition.

5.1.2 The Functions of Hedges

The second problem in this research is the functions of hedges. Hedges may be very important in writing the statement especially in the thesis. Based on

the data analysis of Background of Study of English student theses in Dian Nuswantoro University there are 2 functions of hedges that can be identified from the findings.

The first function is function towards proposition. Hedges here are the important mean of accurately stating uncertain scientific claims with appropriate caution. Thus, the hedges enable the writers to state the proposition with greater precision.

The second function is function towards writers. This means that hedges could help the writers to protect their reputation and to decrease the damaged resulted from categorical statements.

5.2 Suggestion

Based on the research findings, the researcher gives some suggestions:

1. Everyone who reads this thesis and wants to do the similar research, it is suggested that he/she increases, understands, and develops broader analysis about types of hedges and the functions of hedges in research article.
2. For the Faculty of Humanities of Dian Nuswantoro University, it will be easier for the language students if there are plenty references for the thesis writing.
3. For Dian Nuswantoro library, It should provide more books about hedges.

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