THE CORRELATION STUDY BETWEEN HEDGING AND EDUCATION LEVEL IN STUDENTS' ACADEMIC WRITING

THESIS

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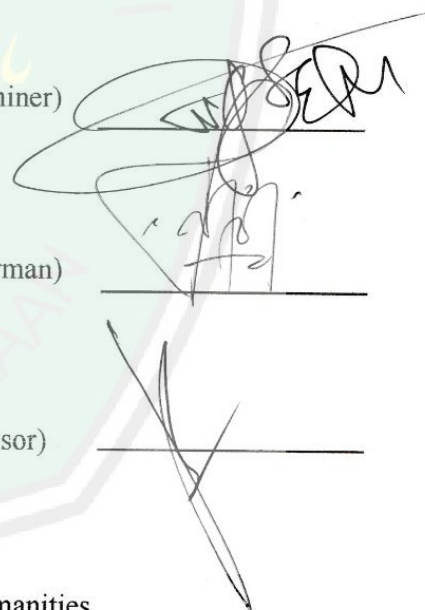NIP 19660910 199103 2 002

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled "The Correlation Study between Hedging and Education Level in Students' Academic Writing" is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for.

Malang, June 9th 2018

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MOTTO

"Life is about being able to survive no matter how hard circumstances may be."

-Rory Asyari-

DEDICATION

This thesis is proudly dedicated to:

My parents, Markawi and Rijanah; my elder brothers and sisters, Adib Toriq, Yunita Uswatun Khasanah, Yusuf S, Yuhana Shofa, and my beloved nephew Muhammad Nasichu Asyrofil Umam (Alm).

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ABSTRACT

Mahmudah, Masrurotul. 2018. *The Correlation Study between Hedging and Education Level in Students' Academic Writing*. Thesis. English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Keywords : Hedging, Education Level, Students' Academic Writing.

Writing skill is important for middle up to college students since writing in an academic world can be one of the keys to student success in learning. It is because writing is considered to be a rich source of information and knowledge (Hyland: 2004). Therefore, it requires ability to state scientific arguments either through the structure or aim of the writing. But, some of students often do hedging in order to mitigate the risk of critics in their writing.

Due to academic writing is a site or medium where students of various disciplines promulgate their result of some certain findings to the public of academics, become a significant extent, and risk being the place of hedging; this study intends to investigate more about hedging phenomena that occur on the students' academic writing by explaining whether there is a correlation or not between hedging and education level, also posing the common types of hedging devices in students' academic writing.

In order to prove all those purposes, this study uses quantitative descriptive method to find the correlation between hedging and education level in students' academic writing. The data of this study was took from bachelor up to doctoral students' academic writing in State University of Malang and was chosen randomly based on convenience sampling which consists of thirty-one conclusions and recommendations to be processed using spearman rank.

The study exhibits that there is a correlation between hedging and education level in student academic writing, even the results has a weak correlation between the two variables, i.e. -0.169. Besides, there are many types of hedging devices occurred in the students' academic writing such as modality, verb, adverb form, and others. Through this study, further researchers are expected to expand the area of research related to hedging, such as using a greater amount of data or others.

الملخّص

محمودة، مسرورة.2018. دراسة الارتباط بين التحوط ومستوى التعليم في الكتابة الاكاديميةللطلاب. البحث الجامعي. قسم الأدب ألإنجليزي. :كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : عبد العزيز، الدكتور

الكلمة الرّئيسية : التحوط، المستوى التعليمي، الكتابة الاكاديمية للطالب.

تعد مهارات الكتابة مهمة جدًا بالنسبة للمدرسة الثانوية لطلاب الكلية لأن الكتابة في العالم الأكاديمي يمكن أن تكون أحد مفاتيح نجاح الطلاب في التعلم. ذلك لأن الكتابة تعتبر حاوية أو مصدرًا غنيًا للمعلومات (Hyland; 2004) والمعرفة. لذلك ، نحن بحاجة إلى القدرة على التعبير عن الحجج العلمية من خلال بنية وغرض الكتابة. ومع ذلك ، غالبًا ما يقوم بعض الطلاب بالتحوط لتقليل مخاطر النقد في كتاباتهم

نظرًا لأن الكتابة الأكاديمية هي موقع أو وسائط حيث يعلن الطلاب من مختلف التخصصات نتائجهم من نتائج معينة إلى الجمهور الأكاديمي ، فإنه يصبح مستوى هامًا ، ويخاطر بأن يصبح تحوطًا ؛ تهدف هذه الدراسة إلى مزيد من البحث حول ظاهرة التحوط التي تحدث في الكتابة الأكاديمية للطالب من خلال توضيح ما إذا كان هناك ارتباط أم لا بين التحوط ومستوى التعليم ، وتصف أنواع أجهزة التحوط الشائعة في الكتابة الأكاديمية للطالب

لإثبات جميع أهداف هذه الدراسة ، تستخدم هذه الدراسة طريقة وصفية كمية لإيجاد العلاقة بين التحوط ومستوى التعليم في الكتابة الأكاديمية للطلاب. تم أخذ بيانات هذه الدراسة من الطلاب الجامعيين إلى الطلاب الأكاديميين من الطلاب الجامعيين في جامعة ولاية مالانغ وتم اختيارها عشوائيًا على أساس أخذ العينات وهو يتألف من واحد وثلاثين استنتاجًا وتوصيات ليتم Spearman الملائمة معالجتها باستخدام رتبة

تظهر هذه الدراسة أن هناك علاقة بين التحوط ومستوى التعليم في الكتابة الأكاديمية للطلاب ، حتى النتائج لها ارتباط ضعيف بين متغيرين ، وهما

0,169-. بالإضافة إلى ذلك ، هناك العديد من أنواع أجهزة التحوط التي تحدث في الكتابة الأكاديمية للطالب مثل الطرائق والأفعال وأشكال الظروف وغيرها. من خلال هذا البحث ، من المتوقع أن يقوم الباحث التالي بتوسيع مجال البحث المتعلق بالتحوط ، مثل استخدام كمية أكبر من البيانات أو أي شيء آخر

ABSTRAK

Mahmudah, Masrurotul. 2018. ***Studi Korelasi antara Nilai Lindung dan Tingkat Pendidikan di Tulisan Akademik Siswa***. Skripsi. Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Abdul Aziz, M.Ed., Ph.D.

Kata Kunci : Lindung Nilai, Level Pendidikan, Tulisan Akademik Mahasiswa.

Keterampilan menulis sangat penting bagi siswa sekolah menengah hingga perguruan tinggi sebab menulis di dunia akademis dapat menjadi salah satu kunci keberhasilan siswa dalam pembelajaran. Hal itu karena menulis dianggap sebagai wadah atau sumber yang kaya akan informasi dan ilmu pengetahuan (Hyland:2004). Oleh sebab itu, diperlukan kemampuan untuk menyatakan argument ilmiah yang baik melalui struktur maupun tujuan penulisan. Tetapi, beberapa siswa sering melakukan lindung nilai untuk mengurangi risiko kritik dalam tulisan mereka.

Sejak penulisan akademik adalah situs atau media di mana siswa dari berbagai disiplin ilmu mengumumkan hasil mereka dari beberapa temuan tertentu kepada publik akademisi, menjadi tingkat yang signifikan, dan berisiko menjadi tempat lindung nilai; penelitian ini bermaksud untuk menyelidiki lebih lanjut tentang fenomena lindung nilai yang terjadi pada tulisan akademik siswa dengan menjelaskan apakah ada korelasi atau tidak antara lindung nilai dan tingkat pendidikan, dan menjabarkan jenis perangkat lindung nilai yang umum dalam tulisan akademik siswa.

Untuk membuktikan semua tujuan dari penelitian ini, penelitian ini menggunakan metode deskriptif kuantitatif untuk menemukan korelasi antara lindung nilai dan tingkat pendidikan dalam penulisan akademik siswa. Data penelitian ini diambil dari mahasiswa strata satu hingga penulisan akademik mahasiswa strata tiga di Universitas Negeri Malang dan dipilih secara acak berdasarkan convenience sampling. Ini terdiri dari tiga puluh satu kesimpulan dan rekomendasi untuk diproses menggunakan spearman rank.

Studi ini menunjukkan bahwa ada korelasi antara lindung nilai dan tingkat pendidikan dalam penulisan akademik siswa, bahkan hasilnya memiliki korelasi yang lemah antara dua variabel, yaitu -0,169. Selain itu, ada banyak jenis perangkat lindung nilai yang terjadi dalam penulisan akademik siswa seperti modalitas, kata kerja, bentuk kata keterangan, dan lainnya. Melalui penelitian ini, peneliti selanjutnya diharapkan untuk memperluas area penelitian terkait dengan lindung nilai, seperti menggunakan jumlah data yang lebih besar atau yang lain.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background, research questions, objectives, significances, hypothesis to research method of the study.

1.1 Background of The Study

Writing skill is important since the study on academic writing has become a serious issue among middle up to college students. It is because writing is considered to be a rich source of information about the social practices of academics (Hyland:2004). In academic fields, writing can be used to reveal how the idea and knowledge are constructed. Therefore, writing in an academic world can be one of the keys to student success in learning.

Regarding academic writing, it is necessary to understand both what and how to write. It requires students to have the ability to state scientific arguments. There are many elements such as structure, purposes of writing that must be considered. Furthermore, credibility and accuracy also have to be accounted for.

On the other hand, people who do writing as academic functions as a journal, thesis, and many others, often do hedging in order to mitigate the risk of critics. Hedging is the strategy to express hesitation or uncertainty by using fuzzy language (Rosalita: 2018). People may have different purposes in using hedging, such as minimizing or avoiding the risk of statements being criticized or judged.

However, do hedging in academic writing may be disadvantageous. Fraser (2010) said that hedging can make ambiguity or vagueness. It happens when people receive limited information from a source that lacks the expected precision. Meanwhile, academic writing, particularly scientific writing, is factual. Thus, it is obviously important to make a decision about the stance on a particular subject, or the strength of statements or claims in academic writing.

There are many studies that investigated hedging with some different data sources. They used movies, speeches transcriptions, and academic writings or theses. But, there are three studies investigated hedging phenomena on three different academic writings. The first is Hasanah (2014), she only found two kinds of hedging devices on her research. The second is Ifga (2013), he stated that there are about 88.13% hedging devices found and used in his data source. He also mentions that his finding shows the highly-frequency of people's hesitant about the writings. The last, on the other hand, Ika (2016) aimed her research to find explicit function by doing hedging in academic writing.

Based on the previous studies above, the researcher intends to investigate more about hedging phenomena that occur on the students' academic writing. It is because hedging research in academic writing is limited; compared to the hedging that is used in speech transcription or movies. Besides, academic writing is also a site or medium where students of various disciplines promulgate their result of some certain findings to the public of academics and become a significant extent and risk being the place of hedging. Thus, the researcher investigates the

correlation between education level and people do hedging by correlational descriptive to find any kind of hedging devices in students' academic writing.

1.2 Research Questions

This study attempts to investigate the questions as follows:

1. Is there any correlation between hedging and education levels in students' academic writing?

2. What types of hedging devices commonly found in students' academic writing?

1.3 Objectives

Regarding the research questions, there are two purposes of the present study:

1. Explain whether there is a correlation or nor between hedging and education level in students' academic writing.

2. Pose the common types of hedging devices in students' academic writing.

1.4 Significances of The Study

Theoretically, the result of the present study is expected to enrich the literature of hedging that pertains to the subfield of pragmatics. In addition, the study is expected to widen the literature of academic writing which is closely related to discourse study.

Practically, the research is expected to be beneficial pedagogically. The writers or students can be more responsible regarding what the convey in

academic writing. Besides, the finding of this study is expected to give another possibility for the next researcher with a related issue to be more developed.

1.5 Hypothesis

The hypothesis of the correlation between hedging and education level in students' academic writing is zero (0). It means that there is no correlation between them.

1.6 Scope and Limitation

The scope of this research is the correlation of undergraduate (S1), postgraduate (S2), and doctoral (S3) students' academic writing and hedging. On the other hand, the researcher only focuses on the conclusion and suggestion chapters as the data to find the correlation between those variables.

1.7 Research Method

The research method contains a research design, data instrument, data source, population, sample, data collection, and data analysis procedure.

1.7.1 Research Design

In conducting research, this study uses the quantitative descriptive method to find the correlation between hedging and education level in students' academic writing. Besides, the researcher also uses Spearman rank as the tool to find the correlation between those variables. Here is the graph of the research design.
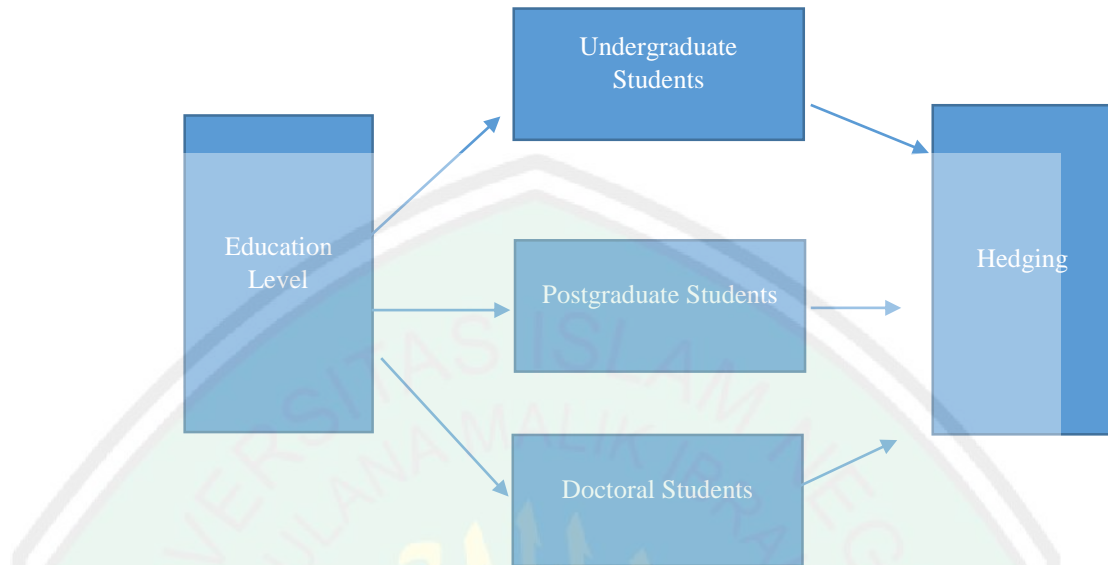
Graph. 1 research design of the correlation study
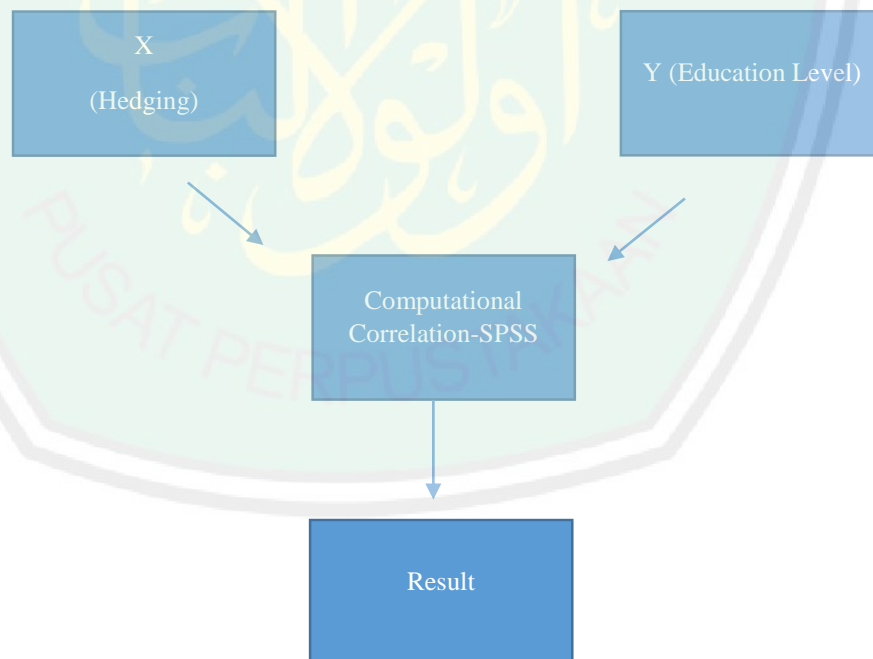
Graph.2 research design of the correlation study

1.7.1   Research Instrument

This only uses observation to collect the data and has some instruments such as book notes to analyze which data that represents the research and SPSS 22.0 for windows to help in calculating the correlation by using one of its feature called Spearman Rank.

1.7.2   Data Source

The data of the study are in the form of theses that are categorized as one of the sorts of academic writing. A data source is a piece of information or fact that is analyzed. Data sources can be objects, motions, humans, temps, and so forth. Thus, in this study, the data are in the forms of words, phrases, even sentences that are in the collections from the students' academic writing. Besides, the data source of the study is thirty-one conclusion and recommendation chapters in students' academic writing of English Department in State University of Malang.

1.7.4   Population and Sample

According to Borg (1989) and Latief (2014), the population is all the members of a real hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the study. Thus, the population of this study is the English students' academic writing at the State University of Malang that was written from 2013 to 2018.

Besides, Charles (1995) and Latief (2014) defined sample as a small group of people or objects selected to represent the much larger entire population from which is drawn. To determine the size of the sample, the researcher used

convenience and random sampling technique in this study to provide equal opportunities for each member of the population to be chosen as a sample. Therefore, the researcher chose 31 English students' academic writing as the sample of this study.

Education Level	Total of AW
Undergraduate (S1)	11
Postgraduate (S2)	10
Doctoral (S3)	10

1.7.5 Data Collection

In collecting data, the researcher used several steps. Firstly, the researcher collected the S1, S2, and S3 theses of the students of English Department at State University of Malang. That is because the university has a major in English from undergraduate to doctoral classes. The researcher does not collect data from different universities to reduce the gap between the standards or passing grades held by each university. Secondly, the researcher classified which theses have hedging devices (conclusion on chapter 4 or 5) to be the data source of the study. Then, the researcher underlined the phrases or words that are indicated as hedging devices.

1.7.6 Data Analysis Procedure

The researcher uses a quantitative descriptive technique in analyzing the correlation between hedging and education level in students' academic writing of

S1, S2, and S3 students of English Department in State Malang University. To analyze the data, there are several steps conducted by the researcher during doing this study. First, the researcher does collect the data from the academic writing of the English Department students at State Malang University of Malang. Second, the researcher does a technique called coding. Coding is used to organized hedging devices into chunks to be developed. For example:

1	2	3	
…	…	…	

1 = Undergraduate students' AW

2 = Postgraduate students' AW

3 = Doctoral students' AW

Third, the researcher uses Spearman rank in SPSS 22.0 to test the correlation between hedging and education level in students' academic writing. The results will be determined by (r) in $-1 < r < 1$. If r = 0, it means there is no correlation between hedging and education level in students' academic writing. Meanwhile, r = 1/-1, it indicates there is a correlation between those two variables; (1) means a strong or positive correlation and (-1) means weak or negative correlation. The last, the researcher uses SPSS 22.0 again to find the multiple comparisons between hedging devices and education level. It is used to show the equality or difference number or mean of hedging devices in undergraduate, postgraduate, and doctoral students' academic writing.

1.8 Definition of Key Terms

Hedging
: Hedging is the strategy to express hesitation or mitigate the risk of being debated when declaring a statement by using some certain words or phrases.

Education level
: The level of education is the stages of education determined that based on the level of development the learners can be measured by the period of education itself and others.

Students' Academic writing (AW)
: Students' academic writing is a formal style of writing which is used to a formal essay, journal, thesis, and others by students

CHAPTER II

REVIEW RELATED LITERATURE

This chapter explains about related literature of the correlation between hedging and education level. They are hedging, pragmatics, and education level.

2.1.1 Hedging

Hedging has received much attention from many researchers who study linguistics. It is proven by so many previous studies that discussed hedging in many various forms of data, such as video transcriptions or academic writings. The concept of hedging has developed, particularly since it is adopted by pragmatics because hedging is usually connected with a politeness strategy (Fraser: 2010). Hedging devices are used to reduce or diminish the risk of being criticized. In line with the statement, Grundy's (as cited by Mita 2018:5) said that hedging is the strategy to prevent making a bold or exact statement. Hedging is applied when the information, statement, or idea is not very accurate but seems well thought and relevant. Therefore, hedging is also called a kind of expression of uncertainty. Hedging can be asserted as words or phrases to indicate that statement is acceptable or still questionable. Meanwhile, Yule (2010: 148) stated that hedging is a kind of expression that shows the speaker's concern to use maxim to be a cooperative participant in the conversation.

There are various models of hedging like what Hyland (1996) as summarized in the table below:

Hedging		
Types	Forms	Examples
1. Accuracy-oriented hedges		
a. Attribute hedges	Boosters (adverbs or adverbial devices)	*Clearly, obviously*
b. Reliability hedges	Stance hedges (modal auxiliaries, full verbs, modal adverbs, adjectives, and nouns)	*possible, might*
2. Writer-oriented hedges	Attitude markers	*Agree, prefer*
	Self-mention (first person pronoun)	*I*
3. Reader-oriented hedges		

Types of Hedges (Hyland, 1996, p. 438)

It is in line with Boncea's statement that hedging devices are usually formed as modality, phrase, adverb, and others to show the uncertainty or politeness strategy when stating sentences or ideas. For instance, the speaker or writer can use a sort of or kind of as the hedging devices, as in these following sentences:

"He's sort of dirty"

The speaker or writer prefers to use a sort of as one of politeness strategy to avoid others (he) becomes insulted rather than directly say "he's dirty". In the example, people can assume that the speaker or writer is not exactly sure that the man is dirty or just to minimize the risk of making the man feels insulted.

2.1.1.1 Application of Hedging in Academic Writing

Academic writing is principally necessary among academics since it is the activity that is written to obtain an academic degree, such as a dissertation to achieve a doctorate, thesis to achieve a master's and bachelor's degree. Academic writing requires students to have the ability to state scientific arguments. Thus, there are many elements such as the structure, purposes of writing, credibility, and accuracy that must be considered and accounted for. On the other hand, people who do hedging in any kind of academic writing such as journal, thesis, and others are used to diminish or reduce the risk of critics by using fuzzy or tentative language. Whereas, hedging also have some impacts that might appear. One of them is making the scientific argument or statement in academic writing becomes vague and ambiguous (Fraser: 2010).

Furthermore, Boncea (2013) also stated that using hedging devices and displaying uncertainty, the writer may be attempting to recommend the absence of bold or accurate statement. At the same time, they may try to save face in case of any possible falsification of their judgments. By using hedges and not attributing the ideas to oneself, writers allow readers to evaluate the beliefs of the writer's thought itself.

2.1.2 Pragmatics

Pragmatics is one of the linguistics branches which deals with meaning. Levinson (1983:7) said that pragmatics is a study of language form of functional perspective. It means that pragmatics seeks to explain aspects of a linguistic

structure by referring to non-linguistic influences and phenomena. Besides, Parker (1986:11) in Rahardi Kunjana stated that "pragmatics is a study of how language is used to communicate. Pragmatics is distinct from grammar, which is the study of the internal structure of language." Thus, language is not only about the morphological, syntactical, and other micro aspects. Precisely, it is about the meaning that makes communication becomes easier and understandable by knowing the meaning of the language because no one in all of the world would communicate abstractly or meaningless.

In line with Parker, Yule (2010) added that there are four scopes of pragmatics. First, pragmatics is the study of the speakers' meaning. Second, pragmatics is the study of the utterances' context. Third, pragmatics is the study of implicit meaning. The last, pragmatics is the study that examines the expression according to social distance between the speakers involved in a particular conversation. Thus, hedging also categorized as the subfields of pragmatics, because both hedging and pragmatics deal with people's meanings and purposes whether in doing conversation or having a conversation.

2.1.3 Education level

Education is a crucially important life based on some scholar statements, such as Langeveld in Hasbullah citation (2008: 2) that said education is every effort to help children adequately carry out her or his life tasks. The influence may come from a book, daily life spins, and others.

Besides, the level of education consists of basic, secondary, and higher education (Ihsan: 2011). The level of education is the stage of continuing education, which is defined based on the level of development learners, the level of material complexity teaching, and how to present the teaching materials. The higher education level of students, they will have more complex and challenging materials given by the teacher.

According to Ihsan (2006), basic education held to provide the basic needed of provision to live within the community, in the form of developing attitudes, knowledge, and basic skills. Meanwhile, secondary education or school as the continuation and expansion stages of the previous education level. The last is the higher education including undergraduate (SMA/SMK/MA, S1), postgraduate, and doctoral, and specialist program organized by the college. In this stage, the students are expected to be academics with professional skills to be applied and developed in some certain knowledge, such as doing research and others.

2.2 Previous Studies

Besides this current study, several pieces of research have been done on a related topic. They are:

First, Ifga Guswenda (2013) analyzed the use of hedging in the Indonesian academic context. He took the data from a corpus, called C-Smile, of undergraduate students' theses of the English Department, Faculty of Letters, State University of Malang up to 1,587,059 words. Employing the hedging taxonomy advocated by Hyland (1996), his research discovered that

"reliability" hedges were the most frequent (88.13%) in use. Of the reliability hedges, he found that modal verbs have the highest frequency (79.60%). Furthermore, the modal auxiliary verb was the most frequently occurring hedging device (38.94%). Moreover, hedges were more frequent in the discussion section (56.74%) than in the Introduction section (43.26%). He concluded that the data showed mostly employ reliability hedges referring to the not-feel-confident due to the influence of culture. Besides, it was also possible that the data use hedges for the sake of politeness and making their claims accepted by the readers (Bonyadi et al., 2012).

Based on the results above, this study concentrated only on his analysis of people who did hedging in the data and it was proven based on the number of hedges found there.

Second, Indah Dwi (2014) identified and described the types of a maxim of cooperative principles that are flouted and/or hedged by the characters; the ways of maxim flouting and hedging applied by the characters in the movie Lock, Stock, and Two Smoking Barrels. The results revealed that from four maxim of cooperative principles, the maxim flouting of quantity and the maxim hedging of quality is mostly used by the characters. While maxim of manner is found to be flouted twice and hedged once because the characters like to give a clear statement without using ambiguous words. The second is that not all types of ways of maxim flouting are found; there are only seven types can be found and applied by the characters. Overstatement is mostly used by the characters to flout the maxim of Cooperative Principles.

Meanwhile, a tautology is only found once because the characters do not like to use two same words to emphasize their opinion. For maxim hedging, there are only ten ways of maxim hedging can be found in the data. In using maxim hedging, the characters like to use "well" in their utterances as it occurs six times. Meanwhile, "anyway", never mind that", "I thought", "I think", "if you don"t mind", "if you know what I mean", "if I am not mistaken", and "could they?" are only found once in the data.

Third, Ratna Ika identified the use and function of the hedging form in a student paper majoring in English Language and Literature (BSI) UIN Malang. The data was taken from psycholinguistics papers by students majoring in BSI UIN Malang. The results of this study indicate that BSI students use all forms of hedging based on the theory of Hyland (1996), which consists of; hedge reliability, attribute-oriented hedge, writer-oriented hedge, and reader-oriented hedge. Besides, the function of the use of the hedging form used by students refers to three things; to express the writer's opinion in the right language, to reduce the possibility of criticism between the author and the reader.

Fourth, Dina Mentari (2018) analyzed the use of hedges in the first presidential debate between Clinton and Trump in 2016. The purpose of this study is 1) to identify linguistic characteristics the use of hedges, and 2) to investigate the function of hedges use. The results showed that seven kinds of linguistic characteristics were used hedges, capital assistive verbs; lexical capital verbs; estimated degrees, quantity, frequency, and time; capital

phrases adjectives, adverbs, and nominations; introductory phrases; if clause; and a combination of hedges. Besides, all the pragmatic functions of the use of hedges were also found in this study. These functions are mitigating claims by showing uncertainty, stating lack of commitment, seeking consent from the listener and to express politeness, avoid direct criticism especially when predict future events or consequences, and solicit listener involvement.

CHAPTER III

FINDING AND DISCUSSION

In order to answer the research questions, the researcher describes and analyzes the findings of the conducted research in this paper. The finding will explain the process of calculating data and present the result. Moreover, the researcher writes ore further deep about the finding in the discussion section.

3.1 Data Findings

This research is used to find the correlation between hedging and education level in students' academic writing. The researcher observes the data that are collected by reading and tabulating the hedging devices contained in the data.

Correlations

			Hedging	EduLevel
Spearman's rho	Hedging	Correlation Coefficient	1,000	-,169
		Sig. (2-tailed)	.	,365
		N	31	31
	EduLevel	Correlation Coefficient	-,169	1,000
		Sig. (2-tailed)	,365	.
		N	31	31

Table 3.1.1

Based on the SPSS 22.0 tables above, the results show that the correlation coefficient between hedging and education level has a weak relationship. The correlation coefficient is at -0,169. It is the same as what Sarwono (2006) said that

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there are some criterias to know the strength between two variables in correlation, they are as follows:

0 : there is no correlation between the two variables

>0 – 0,25 : the correlation is weak

>0,25 – 0,5 : the correlation is adequate

>0,5 – 0,75 : the correlation is strong

>0,75 – 0,99 : the correlation is very strong

1 : the correlation is perfect

Next, it is about the significant that commonly uses a number of the significance of 0,01; 0.05, and 0,1. The using of those numbers are based on the confidence interval that is used by the researcher. Number significance of 0.01 means having 99%, 0.05 is 95%, while 0.1% is 90% of confidence. However, according to the table above, there is no correlation significance between hedging and education level in State University of Malang students' academic writing.

Furthermore, the direction of the correlation above shows that the result is undirectional between X variable and Y variable. It is proved in the correlation coefficient segment on the table which is negative. Thus, the higher education level, the lower hedging devices will be found in students' academic writing. Moreover, based on the data above, it shows that H0 is rejected which means there is a correlation between hedging and education level in students' academic writing.

Besides, here are some hedging devices found in the data:

Multiple Comparisons

Dependent Variable: Modality

Tukey HSD

(I) EduLevel	(J) EduLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
s1	s2	-,00059	,00133	,897	-,0039	,0027
	s3	,00092	,00133	,770	-,0024	,0042
s2	s1	,00059	,00133	,897	-,0027	,0039
	s3	,00151	,00136	,516	-,0019	,0049
s3	s1	-,00092	,00133	,770	-,0042	,0024
	s2	-,00151	,00136	,516	-,0049	,0019

Table 3.1.2

Modality is one of the hedging devices that the most found in undergraduate, postgraduate, and doctoral students' academic writing, especially in chapter five. Based on the table, the use of modality as one of the hedging devices in undergraduate up to doctoral students' academic writing is equal because the numbers are >0.05. It is supported with the statement by Hardjanto (2016) that in English particularly, modality is commonly expressed through the use of modal auxiliaries and these auxiliaries are usually used to express "degree of certainty". In line with Hardjanto, Boncea (2013) stated that modality or modal auxiliaries such as may, might, can, could, should, would, must, reflect the speaker's attitude and help them express ideas indirectly, which makes modality

perfect candidates as hedging devices. Moreover, they allow speakers to be fuzzy about informational content and avoid face threatening acts.

Here are the examples of modality as hedging devices found in the students' academic writing:

1. Modality Can

In some of the data, modality 'can' is commonly used by the students as hedging devices as follows:

The conclusion which can be drawn from both findings and discussions mentioned earlier is that the news text under analysis reporting the crash of AirAsia QZ 8501 have their own way to craft the story and these stories are made pretty obvious through the analysis headlines, the leads and the body of the text. (Airan, 2016, p. 75)

Based on research findings and discussion presented in the previous chapter, it can be concluded three things from the study. (Rifqi, 2016, p. 91)

Based on the result findings and analysis—by performing a three-way ANCOVA, with students' English proficiency scores as the covariate—the conclusions can be drawn as follows. (Ningrum, 2013, p. 89).

Conversation strategies can benefit students not only in improving their English language subject, but more specifically, in helping them with their oral communication skill. (Pallawa, 2012, p.99).

Following Bocea's statement, modality 'can' is included hedging devices that indicates politeness. In the first passage, for instance, modality 'can' is an expression involving tentativeness about the importance of conclusion that is presented by the student.

2. Modality Could

This type of modality or could is the next modality devices that appear in the students' academic writing after can. Hardjanto (2016) said that modality could is used to express tentative possibility in an affirmative context and together with a modal lexical verb such as appear, believe, indicate; modal adjectives such as likely, possible and others. Here are the examples of could as hedging devices found in the students' academic writing:

Lack of vocabulary mastery and carelessness when writing the essay could lead them to make errors in spelling and choice of word. (Karolina, 2016, p. 26)

Based on the result of the study, Vocabulary Map strategy could improve the students' vocabulary mastery in writing a descriptive text. (Jasinta, 2015, p. 41)

Based on the result above, the conclusion could be drawn. (Jaya, 2015, p. 38)

The researcher concludes that the use of audio podcast materials through narrative text could improve the students' listening proficiency. (Jaya, 2015, p. 38)

Based on the research, how far the audio podcast improved their motivation, could be seen from the students' sense of confidence shown by the student in the teaching and learning process. (Jaya, 2015, p. 38)

As the example above, the context in which could is found as a hedge clearly marking the information provided as less than absolute. Aijmer (2016) stated that modality included could is closely related to the mood system which deals with the degree of certainty and probability. Thus, the writers prefer to use could prevent making bold claim rather than write statements like 'Lack of vocabulary mastery and carelessness when writing the essay lead them to make errors in spelling and choice of word'; 'Based on the result of the study, Vocabulary Map strategy improves the students' vocabulary mastery in writing descriptive text'; 'The researcher concludes that the use of audio podcast materials through narrative text improves the students' listening proficiency'; and 'Based on the research, how far the audio podcast improved their motivation, it is seen from the students' sense of confidence shown by the student in teaching and learning process'. By omitting the item could in those sentences, it will make the result of the study more trustworthy stated in the conclusion chapter.

3. Modality Might and May

Might and May are the modal auxiliaries that rarely found in students' academic writing. Modal auxiliaries might be difficult for analysts out there due to their multiple meanings and possibility. It is problematic enough to say what the intended meaning actually is. People are possible to formulate any kind of

statements by using might and may, yet the choice of those modal auxiliaries are marked a quiet low degree of tentativeness than can, could, etc. Moreover, Hardjanto (2016) also stated that (78.6%) may in this study was found in his study and indicated writer's lack of confidence in the truth of the propositions expressed in each of sentences. Here are the examples of could as hedging devices found in the students' academic writing:

The most important factors that might help the students succeed in developing the speaking skill were the English teachers themselves who can create a good environment in the teaching of speaking. (Aminnudin, 2006, p. 80)

The researcher formulates some suggestions which might be useful for teachers, principals, and futures researchers for further improvement in the teaching of English in general and the teaching of speaking in particular and further research especially on classroom research toward the teaching of speaking. (Aminuddin, 2006, p. 81)

English articles might be more treatable, more easily be explained and understood by grammatical rules and clarification by a teacher while the accurate use of verb might be more idiosyncratic and more challenging for students to understand so that the acquisition is less likely to occur. (Pariyanto, 2017, p.101)

The weakest aspect of their ability to construct sentences in a paragraph writing and grammar may be indicated by the error that occurred most many aspects in doing the students themselves. (Leksala, 2016, p. 22)

They may compare CIRC with different techniques such as jigsaw, STAD, and other cooperative learning methods. (Hardani, 2014, p. 52)

The further researcher may consider using any other kinds of texts which can be implemented with Mind Mapping. (Rahmawati, 2014, p. 58)

In line with another reason people use those kinds of the modal to do hedging, people use the help of might and may, perhaps because they do not confident with what they claim is. In those two passages, the sense of confidence will be more perceptible if the sentences are changed into 'The most important factors that might help the students succeed in developing the speaking skill were the English teachers themselves who can create a good environment in teaching of speaking' by omitting the might; 'The researcher formulates some suggestions which are useful for teachers, principals, and futures researchers for further improvement in the teaching of English in general and the teaching of speaking in particular and further research especially on classroom research toward the teaching of speaking; 'The weakest aspect of their ability to construct sentences in a paragraph writing and grammar are indicated by the error that occurred most many aspects in do the students themselves'; and 'English articles are more treatable, more easily be explained and understood by grammatical rules and clarification by a teacher while the accurate use of verb is more idiosyncratic and more challenging for students to understand so that the acquisition is less likely to occur' by changing might into are. It should be noted that, however, that in present day English as Coates (1983) argues that may and might have a weaker degree of possibility or certainty than another modality such as must¸ can¸ and others.

Multiple Comparisons

Dependent Variable: Verb

Tukey HSD

(I) EduLevel	(J) EduLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
s1	s2	-,00011	,00027	,918	-,0008	,0006
	s3	,00011	,00027	,918	-,0006	,0008
s2	s1	,00011	,00027	,918	-,0006	,0008
	s3	,00021	,00027	,723	-,0005	,0009
s3	s1	-,00011	,00027	,918	-,0008	,0006
	s2	-,00021	,00027	,723	-,0009	,0005

Table 3.1.3

Lexical verbs are also indicated as one of the hedging devices found in students' academic writing and do not have a significant difference in undergraduate to doctoral students' academic writing. The score shows the all of education levels have a Sig. over 0.05 like 0.918>0.05, 0.918>0.05, and 0.723>0.05. Based on Boncea (2013), verb actually is lexical that is used to perform an act such as evaluating, assuming, or doubting rather than merely describing: the epistemic seem and appear, also believe, assume, suggest, estimate, tend, think, argue, indicate, and others. Here are the examples of a verb as hedging that found in the data or students' academic writing:

Second, KWLH strategy is believed to make the students be active and motivated learners. (Rifai, 2013, p. 69)

This is what the researcher believes to be the strength of the CL. (Hoesein, 2008, p. 165)

Besides, the class seems to be learning the material well, the lesson goes according to plan, and the language will be used communicatively throughout. (Aminuddin, 2006, p. 82)

Therefore, consciousness focused on conversation strategies seems to be important in the learning situation so that these strategies can be used by the students effectively in English conversation classes. (Pallawa, 2012, p. 104)

Based on the examples above, the word believe introduces the writer's personal opinion which is might be contrary to the finding of the research. Moreover, the word seem above shows hesitation about the finding of his research. Whereas, the conclusion should be clearly written on what he has gained in doing certain research. But, the verb seems indicates that there is uncertainty in the writer's inner belief which is potentially making vagueness.

Multiple Comparisons

Dependent Variable: Adverb

Tukey HSD

(I) EduLevel	(J) EduLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
s1	s2	,00012	,00026	,900	-,0005	,0008
	s3	,00018	,00026	,773	-,0005	,0008

s2	s1	-,00012	,00026	,900	-,0008	,0005
	s3	,00007	,00027	,968	-,0006	,0007
s3	s1	-,00018	,00026	,773	-,0008	,0005
	s2	-,00007	,00027	,968	-,0007	,0006

Table 3.1.4

According to the table, adverb has equality adverb number or mean. The score also over 0.05 like $0,900 > 0,05$; $0,773 > 0,05$; and $0,968 > 0,05$. In line with the statement that there are a number of adverbs that may be employed to produce the kinds of meaning linked to hedging, such as likely, possibly, and others (Fraser: 2010). In line with the statement above, Verttala (2001 as cited in Marta: 2017) said that there are adverbs that the most frequent category of hedges in technology articles (5.57 per 1000 words), with different categories such as adverb of probability, adverb of frequency and others. There are examples of adverb hedging that are found in the data, they are as follows:

Probably

Probably, the ability to comprehend the text is also influenced by the topic of familiarity. (Nisa, 2016, p. 63)

Hopefully

Hopefully, by engaging students with these techniques, EFL teachers will lead students to be autonomous readers. (Nisa, 2016, p. 64)

Both of those adverbs show the uncertainty in giving a statement. The examples above are included in the adverb of probability category. The sense of the

sentences will be more convincing the readers if the writer chose another adverb. For example, Hopefully, by engaging students by these techniques, EFL teachers will lead students to be autonomous readers is changed into The research is expected make the EFL teachers lead the students to be autonomous readers by engaging these techniques.

Multiple Comparisons

Dependent Variable: Adjective

Tukey HSD

(I) EduLevel	(J) EduLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
s1	s2	,00049	,00031	,265	-,0003	,0013
	s3	,00046	,00031	,309	-,0003	,0012
s2	s1	-,00049	,00031	,265	-,0013	,0003
	s3	-,00003	,00032	,995	-,0008	,0007
s3	s1	-,00046	,00031	,309	-,0012	,0003
	s2	,00003	,00032	,995	-,0007	,0008

Table 3.1.5

As seen at the outset of this chapter, hedges in the form of modal auxiliaries, verb, adverb covered quite a large share of hedges identified in the students' academic writing, whereas not with the adjective. However, the data contained a number of adjectives that involve uncertainty, tentative, or fuzziness with the score 0.265, 0.309, and 0.995. As Perkins (1983 as cited in Linden, 2012) said that there are various items of adjectives such as probability adjective,

frequency adjective, and others. Here is the example of probability adjective that found in student's academic writing.

A possible explanation is that the salience of a particular type of metaphor in frequency is subject to the economic or financial state in the particular data being researched. (Prana, 2016, p. 24)

The adjective possible here shows the probability of explanation related ideas. Adjective hedging here is used to mitigate the strength of the nouns he determined.

Multiple Comparisons

Dependent Variable: Clause

Tukey HSD

(I) EduLevel	(J) EduLevel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
s1	s2	-,00010	,00025	,917	-,0007	,0005
	s3	,00000	,00025	1,000	-,0006	,0006
s2	s1	,00010	,00025	,917	-,0005	,0007
	s3	,00010	,00026	,926	-,0005	,0007
s3	s1	,00000	,00025	1,000	-,0006	,0006
	s2	-,00010	,00026	,926	-,0007	,0005

Table 3.1.6

The last hedging devices found is clause form. The score of Sig. in the table above shows that it is no different between S1, S2, and also S3 in having a clause as hedging devices. All of Sig. the score is over 0,05 which means S1, S2, and S3 has equality of clause number or mean. They are $0,917 > 0,05$; $1 > 0,05$; and $0,926 > 0,05$. Here is the clause form found in the data or students' academic writing:

Apart from the lexical devices discussed, the students' academic writing or data contained a number of other linguistics expressions that signal to hedge, it is clausal hedging (Hyland: 2008).

It is recommended that a future study explore multiple variables that may affect parental involvement as well as English achievement, with multiple instruments. (Rasyid, 2014, p. 102)

The sentence shows above shows that he does not talk by himself about the recommendation by using that at the beginning of the statement. Furthermore, he uses modal may which is also indicating hedging. The sentence will be more accurately recommended if the sentence is like 'It is recommended for a future study explore multiple variables that affect parental involvement as well as English achievement, with multiple instruments,' by changing that into for and omitting the modal.

This paper can be used as a reference, if they make further research on this component. (Leksala, 2016, p. 22)

In line with the explanation above, if shows that the writer does not really strongly recommend what she talked. It implies uncertainty along with any other epistemic markers which may occur inside an If clause to enhance the speaker's distrust in the truth of the utterance. Boncea (2013) also stated that if the clause plays an important role as hedges are used to invoke potential barriers in order to disclaim the bold statement.

Based on the tables of multi comparisons above, it can be seen that all of the hedging devices in undergraduate, postgraduate, and doctoral students' academic writing has equality number or mean. There are no differences mean between modality, verb, adverb, adjective, and clause as the hedging devices in students' academic writings that are commonly found. It is proven by the column Sig on the tables which show that all of the numbers >0,05. Mean can be categorized as equal if the number of Sig. over 0,05

3.3 Discussion

This section will be explained the main findings of the study and links it with the related literature or theory about hedging to identify the similarities and differences. The discussion follows two research questions: the correlation between hedging and education level in students' academic writing and the types of hedging devices used in students' academic writing.

There are many studies about hedging in students' academic writing done by researchers. Recently, research on hedging in students' academic writing proposed to find the types of hedging in the students' academic writing and the

functions of them applied in students' academic writings. Ningtyas (2016) found there were several utterances or statements which contained hedges in the students' papers based on the theory proposed by Hyland. They are attribute-oriented hedge, reliability hedge, and writer-oriented hedge. Ningtyas explained the students used attribute-oriented hedges to reduce the possibility of being wrong in stating arguments by decreasing the exactness of the utterances. Besides, the students used reader-oriented hedge as the strategy to build a good relationship between the writer and the audience or reader. Therefore, the writers or students can bring the readers in a lively dialogue to respond to the writers' arguments or statements.

On the other hand, this research reveals that there is a correlation between hedging and education levels in students' academic writing. This study found there is a correlation between those variables with a score correlation coefficients is -0.169 and has a weak significance correlation. Besides, the findings also show that the students use five types of hedging devices in their conclusion and suggestion chapters namely modality hedge, verb hedge, adverb hedge, adjective hedge, and clause hedge. It is in line with what Boncea and Hyland stated about types of hedging in academic writing. Boncea (2003) stated that hedges are usually represented by verbs, adverbs, modality, conditional clauses, and others.

Meanwhile, Hyland (1996) also stated the main categories of hedges are content-oriented hedges which consist of accuracy-oriented, writer-oriented, attribute, and reliability; reader-oriented. Context-oriented hedges can be seen as an attitudinal convey their judgments, opinions, and commitments. This type of

hedges is formed in boosters (adverb or adverbial devices), stance hedges (modal auxiliaries, full verbs, modal adverbs, adjectives, and noun), and attitude markers. Next, the reader-oriented hedges deal mostly with the relationship between the author and the reader, confirm the attention the writers give to the interaction effects of their statement and solicit collusion by addressing the reader as an intelligent colleague capable of participating in discourse with an open mind. This type of hedges usually formed in reader pronouns, directives such as consider, ought to, must, it is important to understand, and questions form.

According to the five types of hedging devices in this study, it is found that modality hedge or form is the most frequent use of hedging when the students wrote their conclusion and suggestion with almost 40% occurrence from total hedging used. It seems that the students like to make their arguments or statements vaguer because the students feel uncertainty when they wrote it. Besides, the finding reveals that clause hedge is the lowest frequently found in the students' academic writing.

Finally, in the study the researcher found that the students of English department of State University of Malang apply some hedge devices in their academic writing, those are; modality form, clausal form, and others. Based on the research, the study reveals that there is a correlation between hedging and education levels in their academic writings since the calculation also proves that the higher education level of the student is, the lower hedging devices found with a score correlation coefficients is -0.169.

CHAPTER IV

CONCLUSION AND SUGGESTION

Based on the result of the research, this chapter explains the conclusion and suggestion. The conclusion explains the summary of the result found in Chapter 3. Moreover, the suggestion consists of recommendations for students and the next researcher, who are interested in doing further research in this area of study.

4.1 Conclusion

According to the research and findings above related to the Correlation between Hedging and Education Level in Students' Academic Writing the researcher can conclude that the calculation score obtained to find out The Correlation between Hedging with Educational Level in Student Academic Writing is <0.05; -0,169. It means that there is a correlation between hedging with the level of education in student academic writing. Although the figures obtained are negative and insignificant, higher levels of education tend to use hedging devices less frequently and it can be proved by the SPSS score table of more than 0.05. Besides, there are many hedging devices found in student academic papers such as modality, verb, adverb, etc. Meanwhile, the most common hedging devices are modality.

4.2 Suggestion

Based on the above research conclusions, it is expected that this research can provide a reference or new insight to students or future researchers who wish or interested in doing research in the same linguistic field, namely hedging. The

researcher recommends that more variations of data and samples can make findings more complete, valid, useful, and can enrich knowledge or language and the latest information, especially hedging and its scope.

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APPENDIX

Appendix 1 (Data Source Coding) - Dissertation

No	Hedging Devices					Total	Jumlah Halaman	*275 Kata	Rasio
	Modality	Verb	Adverb	Adjective	Clausal				
1	4	0	1	0	0	5	4	1100	0,004545455
2	8	0	0	1	2	11	5	1375	0,008
3	1	0	0	0	0	1	4	1100	0,000909091
4	3	0	0	0	0	3	4	1100	0,002727273
5	3	0	0	0	1	4	10	2750	0,001454545
6	12	2	0	0	1	15	8	2200	0,006818182
7	12	2	0	0	0	14	7	1925	0,007272727
8	3	0	0	0	0	3	6	1650	0,001818182
9	4	0	1	0	0	5	7	1925	0,002597403
10	1	0	1	0	0	2	7	1925	0,001038961

Appendix 2 (Data Source Coding) – Thesis S2

No	Hedging Devices					Total	Jumlah Halaman	x275 Kata	Rasio
	Modality	Verb	Adverb	Adjective	Clausal				
1	9	0	0	0	0	9	3	825	0,010909091
2	2	0	2	0	0	4	3	825	0,004848485
3	1	0	0	0	1	2	3	825	0,002424242
4	8	0	0	0	0	8	4	1100	0,007272727
5	4	1	0	0	0	5	3	825	0,006060606
6	8	0	0	1	2	11	6	1650	0,006666667
7	10	0	0	0	1	11	6	1650	0,006666667
8	7	1	0	0	1	9	5	1375	0,006545455
9	4	1	0	0	0	5	3	825	0,006060606
10	0	1	0	0	0	1	3	825	0,001212121

Appendix 3 (Data Source Coding) - Thesis S1

No	Hedging Devices					Total	Jumlah Halaman	*275 Kata	Rasio
	Modality	Verb	Adverb	Adjective	Clausal				
1	6	1	0	2	0	9	2	550	0,016363636
2	3	1	1	0	0	5	2	550	0,009090909
3	1	0	0	0	1	2	2	550	0,003636364
4	1	0	0	0	0	1	2	550	0,001818182
5	5	0	1	0	0	6	4	1100	0,005454545
6	1	0	0	0	1	2	3	825	0,002424242
7	0	0	0	0	0	0	2	550	0
8	2	0	0	0	0	2	2	550	0,003636364
9	1	0	0	0	0	1	2	550	0,001818182
10	6	0	1	1	0	8	3	825	0,00969697
11	6	0	0	1	0	7	3	825	0,008484848