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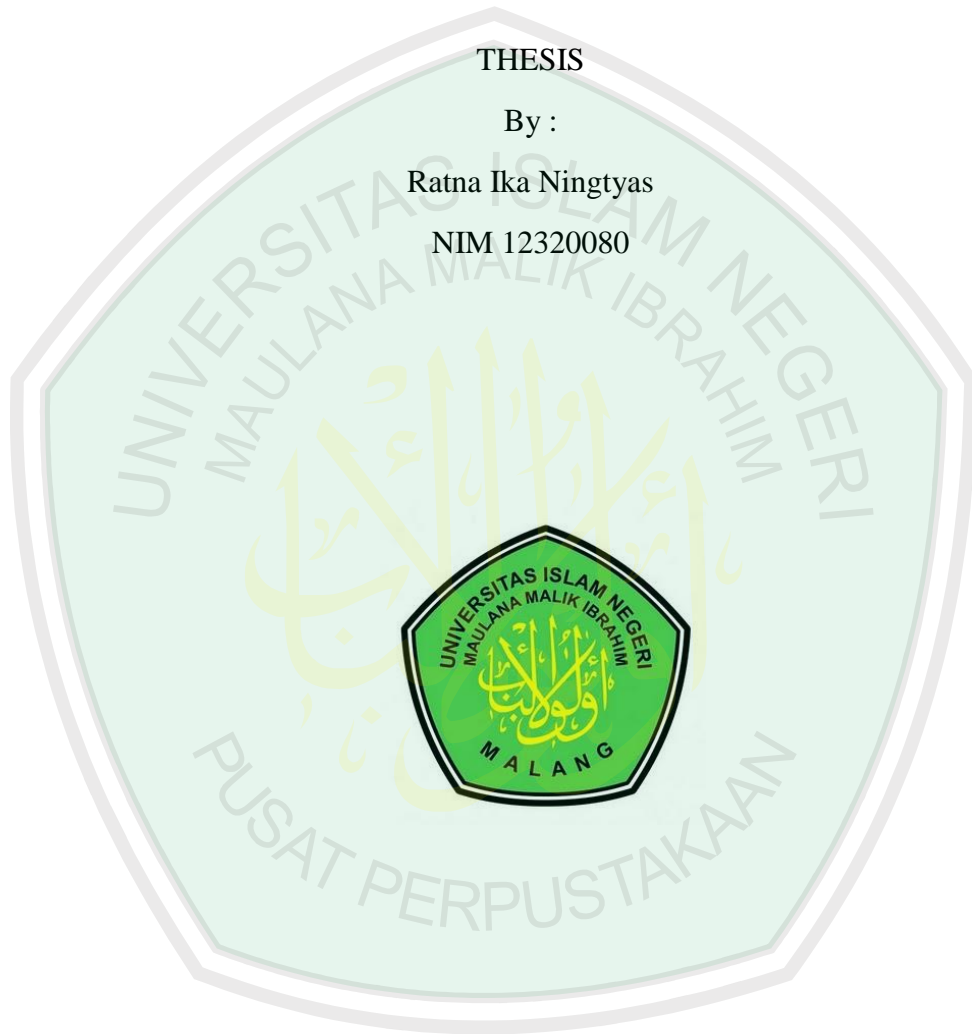
THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

2016

HEDGING FOUND IN STUDENTS' ACADEMIC WRITING OF MAULANA

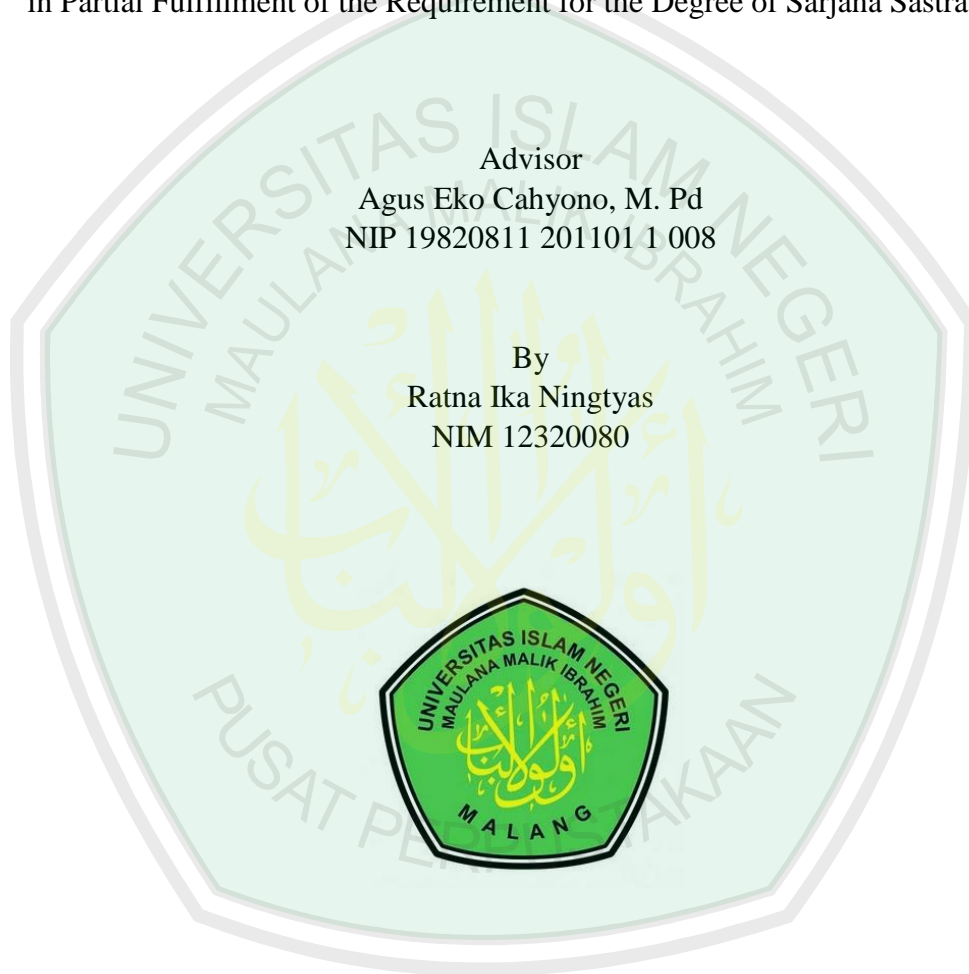MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

THESIS

Presented to
Maulana Malik Ibrahim State Islamic University of Malang
in Partial Fulfillment of the Requirement for the Degree of Sarjana Sastra (S.S)

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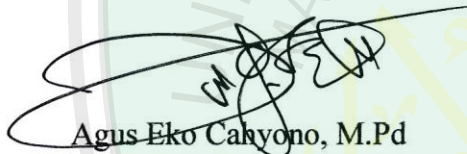
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APPROVAL SHEET

This is to certify that Ratna Ika Ningtyas' thesis entitled **Hedging Found in**

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LEGITIMATION SHEET

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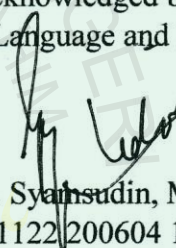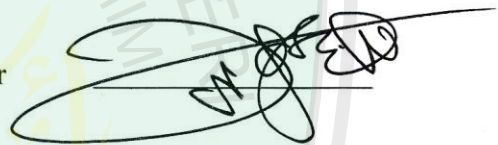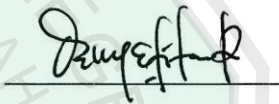
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Malang, June 20, 2015

The Researcher,

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ACKNOWLEDGMENT

Firstly, all praises to Allah SWT, the only God in this universe, who always gives me big opportunity to learn and learn so that I can successfully finish my thesis as well. My *sholawat* and *salam* also always be given to the most perfect creature in this universe, Prophet Muhammad SAW, the only idol of human in the world, from whom I can learn and choose Islam as my best choice.

Secondly, I would like to say my deepest grattitude to my beloved father and mother, without their support and motivation, it seems impossible for me to study in this university. My thank also goes to my parents and all families, especially bu Tutik, om Isro', cak Nurul, cak Roziq, adik Kiki, Devi, and Rafy, also my senior mbak Yuni and cak Bagus, who have advised and helped me during writing this thesis. Thank you very much. I also will never forget to my family in Abu Hanifah dormitory, especially bu Hanifah, pak Sholeh, Lailin, Fitra, mbak Ifa, and all members of the dormitory, thank you for your love and support.

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Finally, it really needs big efforts during conducting this study, of course, this study is still far from the word '*perfect'*. Thus, it still needs comment and also suggestion in order to make it better.

Malang, June 29th, 2016

Ratna Ika Ningtyas

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THESIS DEDICATION

My thesis is sincerely dedicated to my beloved father and mother, my lovely
brothers and sisters, also my beloved family. I love you so much.

MOTTO

"The Future Belongs to those who believe in the beauty of their dreams"

-Eleanor Roosevelt-

ABSTRAK

Ningtyas, Ratna Ika. 2016. *Penggunaan 'Hedging' pada Makalah Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang.* Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. UIN Maliki Malang. Pembimbing: Agus Eko Cahyono, M. Pd

Kata kunci: Hedging, Academic Writing, UIN Malang

Dalam proses pembelajaran, sebagai akademisi, mahasiswa dituntut untuk menghasilkan sebuah tulisan tentang pengetahuan yang didapat di bangku kuliah. Selain itu, dalam mengungkapkan pendapatnya dalam bentuk tulisan, penulis sering menggunakan strategi untuk menyampaikan pendapatnya dengan baik, terutama dalam menulis makalah. Penelitian ini bertujuan untuk mengidentifikasi penggunaan dan fungsi dari bentuk *hedging* pada makalah mahasiswa jurusan Bahasa dan Sastra Inggris (BSI) UIN Malang.

Penelitian ini menggunakan metode deskriptif kualitatif, berdasarkan teori dari Hyland (1996). Data yang digunakan diambil dari makalah *psycholinguistics* mahasiswa jurusan BSI UIN Malang. Hasil penelitian ini menunjukkan bahwa mahasiswa BSI menggunakan semua bentuk hedging berdasarkan teori Hyland (1996), yang terdiri dari; *reliability hedge, attribute-oriented hedge, writer-oriented hedge, dan reader-oriented hedge*. Selain itu, fungsi dari penggunaan bentuk *hedging* yang digunakan oleh mahasiswa mengacu pada tiga hal; untuk mengungkapkan opini penulis dengan bahasa yang benar, untuk mengurangi kemungkinan adanya kritik, dan untuk menciptakan antara penulis dan pembaca.

Secara keseluruhan, peneliti menyimpulkan bahwa sebagai pelajar bahasa kedua, mahasiswa BSI UIN Malang menggunakan *hedging* dalam makalah mereka sebagai strategi dalam mengungkapkan argumen dengan baik. Selain itu, penelitian ini bertujuan untuk mengidentifikasi bentuk dan fungsi hedging hanya berdasarkan fungsi eksplisit tanpa melihat dari sisi penulis. Oleh karena itu, peneliti selanjutnya disarankan untuk melihat juga dari sudut pandang penulis dan juga membandingkan bagaimana penggunaan *hedging* pada makalah yang ditulis oleh *native* dan *non-native*.

ABSTRACT

In learning process, as academic people, University students are expected to produce a kind of academic writing related to the knowledge which they have learned during studying. Besides, in expressing utterances, writers often apply the strategy to convey the arguments in appropriate way, especially in building an academic writing. The current study is aimed to identify the taxonomy and functions of hedge used by English language and letters department students in writing their academic paper. It is divided into two main issues, taxonomy of hedging used by the students and the functions of the hedging used in the papers.

In conducting the study, qualitative descriptive method is applied. It is based on the theory of hedging in academic writing proposed by Hyland (1996). The data are taken from the psycholinguistics papers which were written by the sixth semester of English language and letters department of Maulana Malik Ibrahim State Islamic University of Malang. The findings of the study show that the students of UIN Maliki Malang apply all taxonomies of hedging proposed by Hyland (1996), it comprises: Reliability hedge, attribute-oriented hedge, writer-oriented hedge, and reader-oriented hedge. In addition, the functions of the hedging used by the students mostly look into three matters; to express the writer's opinion in appropriate caution, to reduce the possibility of being criticized, and to build a good relationship between writers and the readers.

In sum, the researcher concludes that BSI UIN Malang students as second English learners apply hedging in their writing as the strategy to express their arguments in a proper way. In addition, this study is aimed to identify hedging from the explicit functions without includes the writers' view. Thus, it is suggested for the further researchers to look also into the writers' view. Besides, comparing how hedging applied in academic papers written by native and non-native is also seen significant to conduct.

مستخلص

ينكتياس، راتنا إيكان. 2016. *استخدام في مقالة الطلاب شعبة أدب اللغة الإنجلزية جامعة مولانا مالك إبراهيم بمالنق.* بحث العلمي. شعبة اللغة الإنجلزية و أدبها. كلّية الأدب و الإنسانيّة. جامعة مولانا مالك إبراهيم بمالنق. المشرف : أغوس إبيكو جهيونو، الماجستير.

الكلمات الجوهريّة : تحديد (Hedging)، كتابة العلمي، جامعة مولانا مالك إبراهيم بمالنج.

في عوامل التدريس أجبر طلاب الجامعة كالمثقفين انتاج البحث عن العلوم ثمرة من التعليم. ومن غيرها لأن يقدّم الآراء على الكتابة فالكاتب مستخدماً بطريقة خاصة لإتصالها خصوصا في كتابت المقالة. يهدّف هذا البحث ليتعرّف فوائد تحديد (Hedging) الذي يوجد في مقالة الطلاب شعبة اللغة الإنجلزية و أدبها جامعة مولانا مالك إبراهيم بمالنق.

إستخدم الباحث هذا البحث بطريقة البحث المعياري أسسا على نظريّة هيلان (1996). أنّ المصادر البحث يأخذ من مقالة اللغة النفسى (*Psycholinguistics*) طلاب شعبة اللغة الإنجلزية و أدبها جامعة مولانا مالك إبراهيم بمالنق. فالحاصل يرشد إلى أنّ طلاب شعبة اللغة الإنجلزية وأدبها يستخدمون كلّ أشكال تحديد (Hedging) أسساً على نظريّة هيلان (1996), منها إعتقاد (*Hedge Reliability*)، كاتب- اتجاه (*Writer-Oriented Hedge*)، تمام- تحديد اتجاه (*Attribute-Oriented Hedge*)، قارئ-تحديد اتجاه (*Reader-Oriented Hedge*) . بجانب ذالك كان فوائد استخدام تحديد (Hedging) الذي يقدّمها الطلاب يركّز على ثلاث أشياء و هي : إخراج اراء الكاتب باللغة الصحيحة, تقليل النقد, و اطلاع العلقة بين الكاتب و القارء.

اجمالاً, خلّص الباحث أنّ طلاب شعبة اللغة الإنجلزية و أدبها جامعة مولانا مالك إبراهيم بمالنق كطالب اللغة الثانية تقدّم في مقالاتهم أن يكون ستراتيجياً لوضوح اراء الجيّدة. من غير ذالك صار هدف هذا البحث لتعريف شكل و فوائد تحديد (Hedging) بدءا بفوائد الدخلية بغض النظر رأي الكاتب. فلذالك ينبغي على الباحث أن يرى ذالك الأمر من رأي الكاتب و يقارن عنه كيفية استعمال تحديد في مقالة المكتوبة التي تكتبها الناطق و غير الناطق.

CHAPTER I

INTRODUCTION

This chapter included background of the study, research questions, research objectives, research significance, scope and limitation, the definition of the key terms, research design, research instrument, data source, data collection, and data analysis.

1.1 Background of the Study

In education, nowadays, people who are enrolled in academic world have been introduced with the terms 'Academic writing'. Anyone who studies has to produce an academic writing. Generally, the term academic writing refers to the type of writing which the students are expected to produce as the result of their studying which contents what they learn about in academic setting (Debrabell, 2012). It becomes the students' result of understanding of what they have learned as academic. Basically, academic writing brings the writers exact academic claims and arguments. It may have been becoming a way of a writer to transfer their claims and arguments to a particular phenomenon.

Even academic writing deals with writers' claim, practically not every writer expresses their main claims exactly as precise as what the readers can understand the concept easily, they sometimes convey their claims implicitly. Brown and Levinson (1988, cited in Behnam, dkk, 2012) claimed that when the writer presents their scientific claims, it will be a face threatening acts, so that to avoid later criticism which may occur related to the scientific claims, the writer

often chooses to make their claims vaguer or tentative. The words which have

functions to make things less or vaguer is called hedging (Lakoff: 1972).

Some experts have several opinions related to the meaning of hedging.

Hyland (1995) claimed that Hedging is an expression of vagueness in language

use which functions to mitigate the strength of statements and claims. Besides,

another definition proposed by Wudaa (2012), she claimed that hedging is an

expression to express uncertainty, doubt, and openness about one's propositions.

Since Lakoff (1972) introduced the term of hedging, many linguists give their

much attentions to the research on hedging. The application of hedging may not

be separated in its crucial use in academic writing.

It has been known that writing academic discourse will not be separated

with the exactness in conveying the arguments or claims. Thus, hedging is mostly

applied in writing academic discourse (Martin-martin, 2008, cited in Rashady,

2012). Besides, Behnam et al (2012) claimed that hedging is a kind of rhetorical

devices which can reflect the writer's attentions related to his or her claims,

whether the contents of the claims are accepted by the readers. The used of

hedging in an academic discourse can be seen from the hedging devices which are

found in the discourse. Hedging devices are the expressions which are used by the

academic writers to present their claims or arguments in a polite, acceptable and

in respectful manner (Wudaa; 2011).

The use of hedging devices is really important to be conducted by the

writers in writing their academic writing. As the way to convey their claims and

arguments appropriately, hedging will help them in avoiding the criticisms which

may come later. Myers (1989, cited in Abdolahzadeh, 2011) claimed that a discourse which looks like to have a claim but without using hedging is probably not a new knowledge or statement. Therefore, hedging is usually used by the writers in their academic writing because hedging may enable the writer to modulate their claims appropriately, and draw the reader in a lively dialogue related to the writers' claims (Lim & Kim, 2015).

Basically, not every writer can express their main arguments explicitly as precise as what the readers can understand easily. Brown and Levinson (1988, cited in Behnam et al, 2012) claimed that when the writer presents their scientific claims precisely, it will be a face threatening acts. So that, to reduce the possibility of Face threatening acts, hedging need to be applied. Some writers may have several reasons not to write their arguments or claims as explicit as what the readers expect, because they have to consider about what consequences which will come if they write so explicitly. Related to this, Hyland (1995) stated that hedging can anticipate the possible opposite arguments from the readers. Therefore, in order to avoid the later criticisms which may come related to the scientific claims, the writers often choose to make their claims vaguer or more tentative by applying hedging devices in their writing.

Having known about the crucial use of hedging in academic writing, this study aims to investigate the use of hedging which is shown by the use of hedging devices in academic writing, focusing on the psycholinguistics' papers written by sixth semester students of English Language and Letters Department (BSI) of Maulana Malik Ibrahim State Islamic University of Malang. Psycholinguistics'

papers are chosen as the source of the data because of two important reasons; first, the papers are included to academic writing which are written by the students of BSI UIN Malang. Second, the papers are fully of students claims and arguments. Thus, as students' role as academic people, it is crucial to learn and understand more about the use and the functions of hedging in academic writing.

In order not to make the study broader, the researcher analyzed the study by applying the taxonomy of hedges proposed by Hyland (1996). He divided the classification of hedging (shown by the hedging devices used) based on the explicit functions of hedging into four classifications, those are; writer-oriented hedges, attribute-oriented hedges, reliability hedges, and reader-oriented hedges (which later will be explained in chapter 2).

There have been some researches conducted by some researchers about the hedging in discourse; The first is Wulandari & Anugrahwati (2013) conducted a research entitle '*The hedges used by the main characters in The Da Vinci Code Novel*', they analyze the types of hedging applied by the characters in the novel by using of the theory proposed by Brown Levinson (1987) and Salager-Meyer (1994). The second researcher is Behnam, et al (2012) conducted a research entitle *"A Comparative Genre Analysis of Hedging Expressions in Research Articles: Is Fuzziness Forever Wicked?"*, in this research, they tried to investigate the comparative frequency of hedging devices found in qualitative and quantitative research. The third is Wudaa (2011), which investigates *the hedging devices which are used by Iraqi EFL learners in their scientific research papers*. She conducted the research by comparing some students who were enrolled in

experimental group which have an instruction to used hedging devices and students who were not. Fourth is Kim & Hwa-lim (2015) conducted a study entitled '*Hedging in academic writing- A pedagogically-motivated qualitative study'*. In the research, they attempted to identify the use of hedging devices in academic writing, focusing in qualitative research.

This research has the similarity with the previous researches which the focus is studying on hedging in academic discourse. However, this research differs from the previous one in some parts, firstly, in this study, the researcher will analyze the hedging only based on Hyland theory of hedging in academic writing. Secondly, the focus of this study is about the types and functions of hedging devices which are used in the students' academic papers. Lastly, the object of the study to get the data is from academic writing which was written by the sixth semester students of English Letters and Language department of UIN Malang who have passed the writing III class. Then, it is believed that this study will give contribution to the readers in understanding the hedging in academic writing.

1.2 Research Questions

1.2. 1 What kinds of hedging found in the students' academic writing?

1.2. 2 What are the functions of hedging found in the students' academic writing?

1.3 Research Objectives

By conducting the study, the researcher has two main purposes:

1.3. 1 To identify what kinds of hedging found in the students' academic

writing.

1.3. 2 To describe the functions of hedging used by the students in their

academic writing.

1.4 Research Significance

The finding of this study is expected to give useful contribution both theoretically and practically. Theoretically, this study is aimed to give a knowledge to the readers, especially students, about the analysis of academic discourse, focusing on the analyzing hedging. Students are expected to know and understand how hedging is used in academic discourse because this study also provided an explanation how hedging is used in academic discourse.

However, more than theoretical, this study is expected to give more usage either. As the academic one, students are expected to be able to have a good skill in writing academic discourse, including some ways in softening their claims and arguments. Thus, this study is expected to be able to lead the students to understand how hedging is functioned in their academic context, until they use the hedging in their academic papers. Furthermore, for the teachers, the results of the study may be an additional material and examples for discourse studies.

1.5 Scope and Limitation

In pragmatics study, there are many kinds of interesting objects which can be analyzed and discussed related to a discourse. However, in this study, the researcher only focussed on the analysis of hedging used and functioned

in students' academic papers. Unfortunately, in this study, the researcher

analyzed the whole parts of papers, including the introduction, discussion,

and conclusion of the papers. Then, the discussion later is about hedging, the

taxonomy of hedging, and the function of hedging in academic writing.

1.6 Definition of Key Terms

1. **Hedging** : An expression of vagueness in language use which functions

   to mitigate the strength of statements and claims (Hyland, 1995)

2. **Academic writing** : The term refers to the type of writing which the

   students are expected to produce writing as the result to content they

   learn about in academic setting (Debrabell, 2012)

1.7 Research Method

This section included the research design, research instrument, data source,

data collection and data analysis.

1.7. 1 Research Design

In conducting a research, it is important to arrange the research

design which is used in the study. Seltiz et al (1962, cited in Kothari, 2004)

stated that research design is the arrangement how to collect and analyze the

data in a manner which aims to combine relevance to the research purpose

in procedure. Generally, there are two kinds of research methods which are

used by some researchers; Qualitative research and quantitative research.

These two research methods are applied based on the research purpose.

In this study, the researcher used the qualitative descriptive method

because there is no measurement about number of quantity, it is also not

about in the form of number et al. Kothari (2004) stated that qualitative research is concerned with the qualitative phenomenon which involves or relates to quality or kind. Besides, the main aim of this study is that the researcher attempted to answer the research questions which come related to the study. Therefore, the researcher also attempted to analyze the use and functions of hedging focusing in sixth semester students' papers of English Languages and Letter Department of UIN Malang. Then, the discussion is in the form of words, phrases, and also sentences.

1.7. 2   Research Instrument

The research instrument of the study is the researcher herself. In this study, it did not need to have an interview or observation to get the data since the object of the study is in the form of discourse. In analyzing text using qualitative approach, the researcher plays a very significant role during conducting the study, because the researcher is the one who observes, collects, takes notes, including marking a potential word, phrases, and sentences which are belonged to hedging, and analyzes the data.

1.7. 3   Data and Data Source

The data of the study are in the form of papers which are categorized as one of the genres of academic writing. According to oxford dictionary (2008), data is the information or facts which are analyzed. Then, in this study, the data are in the forms of words, phrases, and sentences which are in taken from the students' academic writing.

The data source of the study is taken from 23 academic papers of psycholinguistics class which are written by the sixth semester students (non-native English speakers) of English Language and Letters Department of UIN Malang 2015. Then, in analyzing the data, it will be transformed in the form of words, phrases, sentence and table if it is needed.

1.7. 4   Data Collection

In collecting the data, the researcher used several steps; firstly, the researcher collected the papers of the students of 6th semester of English language and letters department of Maulana Malik Ibrahim State Islamic University (UIN) of Malang which were taken from the lecturer. Secondly, the researcher classified which papers have the structure of a good academic writing (introduction, discussion, and conclusion) to be the data source of the study. Thirdly, the researcher underlined the statements or phrases or words which containing hedging markers, it was also written in the form of table if it is needed. Then, the researcher started to analyze and interpret the data.

1.7. 5   Data Analysis

The researcher used the qualitative descriptive technique in analyzing the use and functions of hedging, including the hedging markers which were found in the 23 academic writings, written by the 6th semester students of English Letters and Language Department of UIN Malang. To analyze the data, there were several steps which were conducted by the researcher during doing the study; firstly, the researcher collected the

chosen papers which have the structure of a good paper (Introduction, discussion, and conclusion) to be the source of data. Secondly, the researcher read the papers and underlined the words or phrases which are assumed containing hedging in it, then the researcher tried to find the markers of it. Thirdly, the researcher classified the words, or phrases which became the hedging markers based on the Hyland theory (1996) of hedging, then, the researcher placed it into the table which one included into writer-oriented hedge, attribute-oriented hedge, reliability hedge, and reader-oriented hedge. Fourthly, the researcher tried to identify the functions of hedging by seeing the type of hedging used in the paper. Then, the researcher attempted to conclude the finding of analysis in the study based on the objectives of the study.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter discussed the review on the related literature. There are two main discussions which were discussed in this chapter. The first is theoretical framework, including the descriptions about discourse analysis, pragmatics, hedging, the taxonomy of hedges, the function of hedging in academic writing, the second is academic writing, and the previous studies.

2. 1 Discourse Analysis

The study of hedging is included in the study of discourse since the object of the research is in the form of text or discourse. The word "discourse" is defined as a particular way for people to talk about and understand the word or the aspect of the word itself (Jorgensen & Phillips, 2002). It refers to a thought what is actually the meaning of a particular word. Yule (2006) stated that the word 'discourse' can be interpreted as 'language beyond the sentence', what it contains behind a sentence. So, the analysis of discourse is exclusively concerned with the study of the use of language in text and conversation.

The term "Discourse Analysis" is a popular name as one of disciplines in linguistics studies. It is usually applied in analyzing the written or spoken language with the relation to the context of the text. Context here is referred to the circumstances or the environment in which language is used (Brown and Yule, 1983). They also stated that in interpreting the elements of linguistics in a discourse, it is necessary to know, at least, who the speaker and the hearer.

Language and situation cannot be separated in analyzing the discourse. Stubbs (1983) claimed that discourse analysis is concerned to the language used in a social context. He also added that generally, in analyzing text, people are not dealing with the truth of the sentences or utterances because people's view of meaning and information is restricted. Austin (1958, cited in Stubbs, 1983) stated that truth is not only about the correspondence between a state and a state of the world, but also about the different kinds of appropriateness.

In short, based on some definitions from some experts, we can see discourse analysis as the study which are related to the analysis about the language use in social context, including the use of language in oral or written communication.

2. 2   Pragmatics

The discussion about discourse is not be able to be separated with the discussion about pragmatics. Practically, the discourse analysist often takes a pragmatic approach related to the study of used of the language (Brown & Yule, 1983). In interpreting discourses or utterances, it is really important to understand the context of what is written or what is spoken. In order to understand what is behind the language, it is necessary to know about pragmatics. Pragmatics is a branch of linguistics which deals with the study of the meaning of meaning, what is actually said or written (Yule, 2006).

In pragmatics analysis, when people say or write an utterance or discourse, then, the other people (in this case, the hearer and the reader) will try to catch what actually the speaker is trying to convey. Norrick & Buflitz (2011)

stated that pragmatics, in a narrow definition, refers to an understanding the systematical investigation about what and how people mean in their language use, including understanding what the people goal in their mind in saying a particular language. So that, pragmatics will help people how to interpret what other people state or write.

Based on several definitions of pragmatics which are stated by some experts, understanding the theory of pragmatics is crucial thing if we conduct an analysis about language use in a discourse or in oral communication.

2. 3 Hedging

The discussion about hedging has become an interest topic in linguists' view. Besides, in academic context, hedging is included into one of the features of communication styles (Hyland, 1994, cited in Hasanah &Wahyudi, 2015). The word 'hedging' was firstly proposed by Lakoff (1972). He claimed that hedging refers to words or phrases which have function to make something vague and more or less tentative. The use of hedging is often concerned to the writing academic discourse, even it also happens in informal text, in which hedges can help the writers in conveying their claims and arguments appropriately. Heng & Tan (2002, cited in Wudaa, 2011) argued that the word 'hedge' refers to the idea of barrier, limit, defense, which is usually used to protect or defend a particular thing. In addition, Benham et al (2012) claimed that hedging is a multi-objective linguistic device, the learning of which can help a researcher to express his scientific claims appropriately. Hedging becomes an important form of strategy which is used to express something politely.

Hedging can occur both in speaking and writing. The hedging occurs in conversation according to Grundy (2007) is when the speakers prefer to avoid making a bold statement in which many people want to make their speaking vague because some statements may be inappropriate to be spoken. Furthermore, hedging is mostly used in written discourse because it allows writers to reduce the reader's imposition in their claims of the truth of the statements which they state. Hinkel (2005) stated that in written text, hedging represents the syntactic means of decreasing the responsibility of the writer's proportions and claims on the reader.

When people speak or write, they often attempt to choose an appropriate language to make what they speak or write acceptable in hearers'/readers' view. It is based on what Fraser (2005) claimed that hedging is a rhetorical strategy which includes how to choose a particular structure or determine a specific form on the utterance. While Salager-Meyer (1994) extended the definition of hedging into three dimensional concepts; the first is that hedging is the purposive of fuzziness and vagueness, the second is that hedging reflects the author's modesty for their achievements and avoidance of personal involvement, and the third is that hedging is related to the impossibility or unwillingness of reaching absolute accuracy and quantifying all the phenomena under observation.

Based on the explanation of the definitions of hedging proposed by some experts, generally, hedging can be defined as words or phrases which can be used and functioned to mitigate the assertions which people usually apply to protect or defend their claims and argument related to a particular phenomenon, and to make their claims and arguments released from a criticism.

2.3. 1 Taxonomy of Hedges

Taxonomy of hedges are the forms of hedging which are usually applied in academic discourse. The taxonomy of hedges varies according to some experts, Salager-Meyer (1994) claimed that hedging which deals with the politeness strategy in the social interactions and negotiations which happen between writers and readers are classified into several classifications:

a. Modal lexical verbs (such as seem, appear, believe, assume, tend...)

b. Modal auxiliary verbs (such as may, might, could would, and should...)

c. Approximator (such as about, roughly, often, generally...)

d. Introductory phrases (such as I believe, to our knowledge, it is somewhat...)

e. If clause (such as if true, if anything...)

f. Compounds hedges (such as seems reasonable, looks, probable...)

If Salager-Meyer divided the classifications of hedging based on the markers, in another opinion, Hyland (1996) proposed the taxonomy of hedges into 4 classifications, those are: writer-oriented hedge, reader-oriented hedge, reliability hedge, and attributive hedge.

1. Writer-oriented hedges

Writer-oriented hedge refers to the relationship between a claim and a writer. It does not deal with the relationship between the claim and the propositional elements. Wuda (2011) claimed that the used of this hedges markers refers to how the writer can reduce their presence in their writing, so that they can reduce their responsibility of the truth of the claims which is expressed. Besides,

Price et al. (1982, cited in Hyland, 1996) stated that writer-oriented hedges concerns with the writer's way to anticipate the negative consequences if the reader found that the arguments (writer's proposition) is wrong by limiting the relationship between the writer and his/her claims. Writer oriented hedges are usually shown by using impersonal subjects and passive structures. For examples:

a The used of impersonal subject: *The data* shows that in third world countries the extensive use of land to grow exportation products tends to impoverish theses countries' even more. (Wudaa: 2011)
b The used of passive structures: Mr. Cameron *was said* to be very angry at reports yesterday. (ibid)

2. Attribute-oriented hedges

Attribute-oriented hedges refer to the strategy which is used by the writer to express their claims with precision by keeping the interpretations and deductions close to findings. This marker is used to specify the extent to which a term describes accurately the reported phenomenon. Attributive oriented hedges are usually shown by: First, down graders (such as just few, a bit, a little), which function to form a self-protection of the speaker or the writer. Second, markers of intentional vagueness (such as more, less, sort of, somehow), which function to reduce face-threatening act because it may decrease the explicitness of the utterance, it also helps the writers to be less direct in stating their claims. Third, intensifiers (such as extremely interesting, particularly, important), which are used to convince the readers about the emotional situation of the writers, it is also used as politeness strategy (Wudaa, 2011). For examples:

a. The theory arouses *just few* insignificant problems.
b. It is *a kind* of fun to do the impossible
c. Linguistic politeness is the *most interesting* area of pragmatics.

3. Reliability hedges

Reliability hedges refers to the strategy used by the writer which indicates the writer's confidence in the truth of proposition. Reliability hedges are commonly expressed by epistemic modality. Besides, Hyland (1996) stated that reliability hedges refers to the words which are used to express author's tentativeness, including modal auxiliaries, full verbs, modal verbs, modal adverbs, adjectives and nouns. Fraser (2005) and Lyons (1977) claimed that the epistemic modality can be defined as the writer's opinion related to the proportions of the sentence which is expressed by the writer in the writing. The function of modality is to limit writer's responsibility in pointing the limitation of the information which is stated (Wudaa, 2011). For example:

a. Researcher *may* have found a cure for influenza (Modal auxiliary)
b. Morphemes *seems* to be acquired (semi-auxiliary verbs)
c. Our analysis *suggest* that high doses of the drug *can* be lead to relevant blood pressure reduction (Palmer, 1990).

4. Reader-oriented hedges

Reader-oriented hedges refer to the way of writer to make readers involved in a dialogue as thoughtful individuals to give a respond and judge regarding the truth value of the proposition. The main role of reader-oriented hedge is that lying in fact that it can decrease the writer's meaning by increasing the subjectivity of the sentences. For examples (taken from Wudaa: 2011)

a   In my view, this medicine *could* help you recover quickly.
b   It *seems* to me that trying to live without friends is like milking a bear to get cream for your morning coffee.

In general, the taxonomy of hedge which is proposed by Hyland (1996) has the main role which can be generalized into four main cores: Firstly, it will be called attribute hedge, when the principle of the hedging devices is for specifying the extent of a term accurately describes the reported phenomena. Secondly, it will be called reliability hedge, when the principle role of the hedging devices is to convey the writer's assessment of the certainty of the truth of a proportion. Thirdly, it will be called writer-oriented hedge, when the devices occur in a context which conceals the writer's viewpoint and avoids personal responsibility for proportional truth. Fourthly, it will be called reader-oriented hedge, when the writer acknowledges personal responsibility for the validity of the propositional content or invites reader involvement.

Based on the taxonomy of hedges which are stated by some experts, in this study, the researcher tends to use the theory which was proposed by Hyland (1996), in which this theory has been used by some different researchers with different object study, also the researcher also believes that this theory is easy enough to be understood by the readers.

2.3. 2 Functions of Hedging in Academic Writing

As it has been stated before that hedging's main function is to signal writers in anticipating the possible opposition from the readers to their arguments or claims. In the same as the taxonomy of hedges, the function of hedges also varies based on some experts. Hyland (1995) claimed that generally, hedges

words have three main functions in obtaining the readers' agreement of claims or arguments:

a. Hedges may allow the writers to express their proposition with a greater precision in the area which are characterized by reinterpretation and reformulation. Besides, hedging will give an important means of accurately stating uncertain academic claims with the appropriate caution. The hedging devices which are usually used is the epistemic modality. For example:

> Researcher *may* have found a cure for influenza. (Wudaa: 2011)
> (in this case the writer prefers to say researcher *may* have found a cure for influenza than directly state researcher has found a cure for influenza)

b. Hedges may be able to anticipate the possible negative consequences of being proved that the writers' arguments or claims are wrong. Generally, in stating the arguments in the academic discourse, the writers often give their strongest claims in conveying the evidence, because the main purpose of them is to make the readers believe about what they are saying or what they are stating, however, in a particular time, the writers also need to cover themselves to have overstating in conveying their claims because if there is an error in writers' arguments, there will be a criticism come from the readers. Thus, in this case, hedging devices are needed to be applied in order to protect the writers' reputations.

In this case, the hedging devices which are usually used are passive, existential subjects, and abstract rhetors which attribute the judgement into the text or the finding. For examples (taken from Hyland: 1995):

a *It was assumed* that the phosphorylation of EF-2 may play... (passive, the un-existence of the subject)

b *The data indicates* that phytochrome a possesses the intrinsic... (the subject is replaced into non-human entity)

c. Hedges may contribute to the development between writer and reader relationship, which addresses the need to deference and cooperation in gaining the reader ratification of claims. Hedges can appeal to the readers as intelligent colleagues which is capable of deciding the issues which is discussed by the writer in the discourse.

Besides, Crystal (1987) summarized two functions of hedge words:

1. To make the claims implicitly stated, because people intentionally do not like to be precise all times.

2. By using hedge words, the writer can be safe, impeded from the further questions.

In addition to the functions of using hedging devices, Martin-martin (2008) claimed that there are three basic explicit functions of the use of hedging in academic writing:

1. Strategy of Indetermination

   This strategy may comprise of the used of:

   a) Epistemic Modality expressing possibility

      a Modal auxiliary, such as may, might...

      b Semi auxiliaries, such as to seem, to appear, ...

c   Epistemic lexical verbs such as to suggest, to speculate, to assume, which are the verbs which relate to the probability of a proposition or hypothesis being true.

d   Verbs of cognition, such as to believe, to think...

e   Modal verbs, such as perhaps, possibly, probably...

f   Modal nouns, such as possibility, assumption, suggestion...

g   Modal adjectives, such as possible, probable, likely...

b) Approximators of quantity, frequency, degree, and time. such as generally, approximately, most, relatively, frequently... which indicate the unwillingness to make precise and complete commitment to the proposition expressed.

2.   Strategy of Subjectivization

This strategy may comprise the used of:

a   First personal pronoun which is followed by the used of verbs of cognition, such as think, believe or performative verbs, such as suppose, suggest which can be interpreted that the writers signal that what they say is simply their personal opinion.

b   Quality-emphasizing adjectival and adverbial expressions, such as extremely, interesting, important. Which are used to convince the readers of the importance/truth of the propositions which is expressed by revealing the writer's emotional state.

3. Strategy of Depersonalization

    This strategy refers to how the writers can diminish their presence in the text by using various impersonal, agentless, and passive constructions to relieve their selves of responsibility for the truth of the propositions expressed.

    1. Agentless passive, such as an attempt was made,

    2. Impersonal constructions such as it seems/appears that.

    3. Impersonal active constructions such as, findings, data, result, the data indicates.

In addition, people hedges their speaking or writing is based on several reasons: The first is that hedging helps to reduce the risk of opposite proposition related to the statements or arguments. The second is that hedging helps the the reader to be more precise in reporting the results of a particular study. The third is that hedging can show both positive and negative politeness. The last is that hedging may give a support to the writer position of the claims and build writer-reader relationship related to the claims (Cited in Hasanah & Wahyudi, 2015).

Related to the functions of hedges in academic writing, hedge is also used in political discourse. The study comes from Fraser (2007), in his study which focuses on the use of hedging in political discourse, he found that hedges in a discourse have at least two functions; first, hedge is used to mitigate an undesirable effect on the hearer or reader by giving a polite message. Second, to avoid providing an information which is expected in speaker or reader's contribution. Therefore, vagueness in the discourse is required.

Based on the explanation about several functions of hedge words in academic discourse, it can be seen that generally the experts give the same ideas about the functions of hedge words, those are in helping the writer to be avoided from the later criticism, also to make the claims or arguments conveying politely. However, in analyzing this study, the researcher tends to use the theory of hedging which was proposed by Hyland (1995), because in researcher view it is easier to be understood.

2. 4 Academic Writing

In transferring an understanding about one concept related to a phenomenon, people, especially students, tend to express it in the form of academic writing. Academic writing is a writing which refers to people's style in expressing their knowledge related to intellectual boundaries of their disciplines and their areas of expertise (James, 2008). In other definition, Debrabell (2011) stated that Academic writing is the term which refers to the type of writing which the students are expected to produce as the result of their studying which contents what they learn about in academic setting.

Academic writing should consist of three important structures; introduction, body, and conclusion. According to Jones (2013) the structures of academic writing includes introduction, which states the main focus of the writer's claims. Body, which states the development idea of the claims, and conclusion, which state the summary of what is actually being claimed. In addition, Department of English and American Studies (2010) stated that

introduction and conclusion are the frame in academic writing, the body between them is based on the writers' preference.

Based on the explanation of the definition and the features of academic writing, in short, we can define that academic writing is any writing which is done for several reason related to academic context and should consist of features of a good academic writing. In this study, the academic writing which is analyzed by the researcher is taken from 23 Psycholinguistics papers written by sixth semester students of English Letter and Language Department of Maulana Malik Ibrahim State Islamic University of Malang. Based on the definition of academic writing by some experts, the researcher agrees that the students' papers are characterized as academic writing because it is one of the genres of academic writing. Besides, the structure of the students' paper is similar to the academic writing structure, those are; introduction, body (discussion), and conclusion.

2.5 Previous Studies

There have been some researches about the hedging in scientific discourse, conducted by some researchers. The first is Wudaa (2011), who investigates the hedging devices which are used by Iraqi EFL learners in their scientific research papers. She conducted the research by comparing some students who were enrolled in experimental group which have an instruction to used hedging devices and students who were not. The result shows that the students who were in experimental group give a significant increase in the use of hedging devices in their papers than the students who were not, she concluded that instruction may

play a crucial role in increasing the students' ability in using hedging devices in their writing.

The second is Kim & Hwa-lim (2015) conducted a study entitled '*Hedging in academic writing- A pedagogicallay-motivated qualitative study'*. In the research, they attempted to identify the used of hedging devices in academic writing, focusing in qualitative research. They took 30 research articles, focusing in the discussion section, which are selected randomly and published between 2010-2014 from the Journal of English for Academic Purposes. The result of the study shows that different hedging used in employing the academic writing. In this study, it is stated that the different realization of hedging used in the articles due to different ability to use it. it can be caused from several reasons; socio-cultural factor, classroom instruction, and disciplinary culture appeals.

The third is Wahyudi and Hasanah (2015), conducted research entitle "*Meaning-Making of Hedges in the Gossip column of the Jakarta post"*. In their study, they investigated the meaning of hedges which are used in gossip column (informal text) in Jakarta Post. They conducted the study by analyzing the use of hedges in the utterances which are taken from the gossip column of Jakarta post by adapting the theory of hedges which is proposed by some experts, those are: Lakoff (1973), Holmes (1990), and Hyland (1996). In this study, they found that mostly hedge used in the gossip column are the epistemic modal "about" which are stated 5 times, the affective modal "think" which are stated 4 times, and other epistemic modal such as may, possible, and often.

The fourth is Rashady (2012), conducted a research entitle "*Determining the Role of hedging devices in the political discourse of two American presidentiables in 2008*". In his study, he attempted to investigate how the hedging devices serve a function as discourse strategy which focused on the analysis of three presidential debates between Barack Obama and John McCain during the 2008 US election cycle. He used the mix method (both qualitative and quantitative method) in analyzing the hedging devices. In their analyzing, by using the theory of hedging which is proposed by three experts; Hyland (2005), Salager-Meyer (1997), and Martin-martin (2008), he found that the used of certain devices such as can, will, should, and think appeared to show the effectiveness of a speaker argument in delivering their statements.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter discussed the findings of the hedging in students' academic papers of UIN Malang. It included the utterances categorized as hedging and the discussion about the types and functions of hedging found in the students' academic papers. The sentences of the students' papers is analyzed based on the theory of hedging in academic writing proposed by Hyland (1996) in which hedging is divided into four taxonomies, Writer-oriented hedge, Reader-oriented hedge, Reliability hedge, and attribute-oriented hedge.

3. 1 Findings of the study

The data of the study were taken from the papers of BSI students of UIN Malang in their Psycholinguistics subject. Here, the students are expected to write a paper with the topic '*Language disorder'*. The students are expected to choose any kind of language disorder which they are interested to be discussed. Besides, they are also expected to find a related journal which talks about the topic which they choose as the reference. Related to this, the aim of the study is to find the used of hedging as the important feature of academic writing in the students' papers and the functions of it.

After analyzing the students' papers, including collecting and choosing the appropriate data, there are found several utterances/statements which contained hedges in students' papers based on theory of hedging in academic writing proposed by Hyland,1996:

Data 1:

> "However, some people cannot be able to communicate because they language is different. It indicate that language determines the human connection. **A quotation notes 'Your language is your limitation', therefore, language is <u>the most important aspect</u> to be the part of human being**" (Student A, paper 1)

Context

The sentences are taken from the introduction section of the paper entitled '**Studies on speech errors'** which was written by *Student A*. It is placed in the first paragraph of the introduction section. It is considered as the main idea of the paragraph (inductive paragraph). The sentence is the main argument of the writer in the paragraph in starting the discussion about 'studies on speech errors'.

Data Analysis

The underline sentence above contains **attribute-oriented hedge** which is shown by the used of intensifiers 'language *is the most important* aspect'. The function of the intensifier used is to convince the reader about the writer's arguments that language is an important aspect for human being. By stating this sentence, it implies that the writer attempts to convince the readers about the important of language for being a human. By using that kind of hedge, the student attempts not only to convince the readers related to what they believe, that language is really important but he or she also tried to make the readers believe with what they believe.

In addition, the position of the sentence (as the main idea of the paragraph) shows that in building the paper, exactly in introduction section, the writer attempts to underline the proposition that language is a very crucial aspect for

human before discussing about the studies on speech errors because the discussion about speech error will relate to the discussion about language. Here, readers are reminded about the crucial role of language in human's life. In addition, the intensifier '*the most important aspect*' can also be categorized as the politeness strategy which is used by the writer in stating their claims in the writing. Wudaa (2011) claimed that such kind of expression can be considered as politeness strategy in which the writer attempts to show his/her emotional states. Finally, it implies that the function of Attribute-oriented hedge in the student' sentence above is to express his/her opinion in a good caution to make the readers believe with it. Thus, instead of stating only "language is *the important aspect* to be a part of human being", the writer prefers to state "language is *the most important* aspect to be a part of human being".

Data 2:

"**This paper aims to reveal that grammatical error of second language is considered as <u>a kind of</u> speech error.** The researcher would like to present about grammatical errors and its categories." (Student A, paper 1)

Context

The sentences are taken from the introduction section of the paper entitled **'Studies on speech errors'** which was written by *Student A*. The sentences above is the part of the third paragraph. The bold sentence is considered as the main idea of the paragraph which shows the main aim of writing the paper. The sentences above are the explanation of the purpose of writing the paper.

Data Analysis

The bold sentence above contains **attribute-oriented hedge** which is shown by the used of marker of intentional vagueness '*a kind of*'. The function of marker of intentional vagueness in the sentence is to reduce the explicitness of the student's claim. By using the phrase '*a kind of*' in the sentence, it shows that the student is less direct in stating the utterance. It is shown that the student prefers to write '*it is considered as a kind of speech error* than *it is considered as speech error*'. From the function of the marker used, it implies that the student applies the hedging to reduce the explicitness of the statement so it will not cause a criticism if the student's opinion is not suitable with the phenomenon (that grammatical error of second language is not speech errors).

Besides, that sentence is placed in the introduction section of the paper shows that the used of intentional vagueness '*a kind of*' is as a strategy of the writer to reduce the possibility of face-threatening act if the argument that *the grammatical error of second language is a speech error* is not accepted by the readers. Finally, it implies that the function of attribute oriented hedge in student's sentence above is to give less information about grammatical error to avoid the uncompatibility of the opinion stated and the truth of knowledge.

Data 3:

"Understanding spoken language requires an adequate vocabulary, which is a critical component of semantics of a language. **Word meaning may be concrete** (e.g 'ball' refers to round objects that bounce) or abstract (e.g

'justice' refers to fairness in the pursuit or distribution of various types goods and services). (Student B, paper 2)

Context

This statement is taken from the discussion section of the paper entitled '**Language comprehension'** which was written by *Student 3*. The sentence is the supporting sentence of the main sentence '*World knowledge includes knowing the meaning of words (e.g understanding them when they are spoken), including multiple meanings of ambiguous words'*. The sentence above tells about the requirement of adequate vocabulary in understanding spoken language.

Data Analysis

The bold statement above contains **Reliability hedge** which is shown by the used of modal auxiliary '*may'*.The modal auxiliary '*may'* in the sentence refers to the student's opinion of the topic discussed. The function of modal auxiliary here is to state the writer's opinion related to his/her claims. The used of modal *may* in the statement refers to the student's probability about his/her opinion that word meaning can be concrete or abstract. So, to avoid the fault of the concept, the student prefers stating '*word meaning may be concrete or abstract'* to '*word meaning is concrete or abstract''*.

Instead of showing '*certainty'*, the modal *may* shows the possibility of the truth of the student's opinion. By saying so, it may imply that the student attempts to limit his/her responsibility for the truth of the information stated by using that kind of hedge marker, so that the student will not be responsible for the truth of the statement if it is not suitable with the reality. In addition, it also shows that the

sentence is the knowledge of the writer related to information which is concerned. Thus, relating to the truth of the knowledge, the writer feels confidence to state that '*Word meaning may be concrete or abstract'* rather than stating explicitly that '*word meaning is concrete or abstract'.* Finally, it implies that the function of reliability hegde in the student's sentence above is to state the student's argument related to word meaning in appropriate way.

Data 4:

"**The method used is conducting an experiment in which participants <u>were asked</u> to** perform two tasks at the same time (dual task technique)- a digit span task which required them to repeat a list of numbers, and a verbal reasoning task which required them to answer true or false to various questions (e.g. B is followed by A?)". (Student B, paper 2)

Context

The statements above is taken from the discussion section of the paper entitled '**Language comprehension'** which was written by the student B. It is placed in the discussion section which discussed about 'The working memory model which was taken from the Baddeley and Hitch experiment, 1974. This paragraph tell about the steps in conducting the model component study. Later, the study will prove whether the participant can use different parts of working memory or not."

Data Analysis

The underline statement above contains **writer-oriented hedge** which is shown by the used of passive structure (the un-exsistence of the subject), that is

"The participants were asked....". The used of passive structure functions to reduce the writer's presence in the writing. Instead of stating clearly who actually asked the participants related to the questions of the study, the student prefers to reduce the role of the subject in the writing by applying the passive structure in the statement'. It implies that the function of the hedge used by the student is to reduce their responsibility for the truth of what is stated (to avoid the fault of stating who actually the one who asked the participants in the study).

Besides, the statement is from the discussion of the paper which tells about '*The working memory model (Baddeley and Hitch, 1974)'* which shows that the study was conducted by Baddeley and Hitch (1974). However, instead of showing the Baddeley and Hitch's role relating to the study, the writer prefers to use the passive structure '*The participants were asked*' to '*Baddeley and Hitch asked the participants*'. It implies that the function of writer-oriented hedge in the student's sentence is to reduce the possibility of being wrong in stating who actually asked the participants, Baddeley or Hitch or even both of them. Swales (1990, cited in Wudaa, 2011) claimed that the used of passive structure may be able to relieve the writer from the responsibility of being wrong in stating the arguments.

Data 5:

> "Broca's Aphasia is one form of aphasia, in which aphasia is a condition characterized by either partial or total loss of the ability to communicate verbally or using written words. **A person with aphasia <u>may</u> have trouble** speaking, reading, writing, recognizing the names of things, or understanding what other say. (Student C, paper 3)

Context

The statements are taken from the introduction section of the paper entitled '**Discussion on Broca's Aphasia and PPA**'which was written by Student C. The sentences are placed in the first paragraph of the introduction section. The bold statement is the supporting sentence of the main idea of the definition about 'Broca's Aphasia'. In writing the paper, the student start the discussion with the discussion of Broca's Aphasia.

Data Analysis

The underline sentence above contains **Reliability hedge** which is shown by the used of modal auxiliary '*may*'. The function of modal auxiliary here is to state the writer's opinion related to the topic discussed. Instead of showing *certainty*, the word *may* here tend to show the *probability* of student's confidence related to his or her opinion, even, in the first sentence the student has explained about the definition of Broca's aphasia. However, in the second sentence, the student shows his/her hesitancy of the argument. It implies that the writer may attempt to limit his/her opinion by using the word *may* to reduce his/her responsibility related to the truth of his/her statement.

Besides, that the place of the sentences was written in the first paragraph of introduction section shows that the writer actually gives the preface about the Broca's aphasia by giving the definition of it before inviting the readers to come into discussion section. However, in the second sentence, the used of modal auxiliary '*may*' in the sentence shows that the student is not totally confidence

about the truth of what is said (that *a person with aphasia has a trouble in aspeaking, reading, writing, recognizing the names of things, or understanding what other say*). Finally, it implies that the functions of Reliability hedge in the student's sentence above is not only to state the argument in a good way but also to avoid being wrong in stating the argument by showing the hesitancy of the student about the argument.

Data 6:

> "In other ways, there are some conditions that cause the same symptoms with dementia. It can still be cured. **That is why it is very important to have an early consultation with the doctor**. It aims to ensure that the sufferer get the diagnosis and treatment appropriately". (Student G, paper 7)

Context

The statements are taken from the discussion section in the paper entitled '**Dementia'** which was written by *Student G*. The paragraph is the supporting idea of the paragraph which discussed about the symptoms of dementia. It is seen from the sentence before which becomes the reason why it is important for people with dementia to have an early consultation with the doctor.

Data Analysis

The bold statement contains **attribute-oriented hedge** which is shown by the used of intensifier '*very important*'. Intensifier here functions to convince the readers about the truth of the writer's opinion or arguments that people with dementia really need to have an early consultation with doctor. Besides, in the next sentence, the student adds the explanation why it is important to have

consultation with doctor for people with dementia in order to streghten the opinion. Hyland (2000, cited in Wudaa, 2011) stated that the used of intensifier in building a sentence is to convince the readers about the writer's arguments.

The intensifier '*very important*' which is used in the statement, also the next supporting sentence which tells the reason about the important to bring dementia people to a doctor implies that the student actually attempts to convince the readers to believe with his/her claim that *the people with dementia really need to have an early consultation with the doctor.* Therefore, instead of stating '*that is why it is important to have an early consultation with the doctor*', the writer prefers to add the adjective '*very*' into the sentence which shows the emotional state of the writer, so that it is expected the readers will believe about what the writer stated. Finally, it implies that the function of attribute-oriented hedge in the sentence above is to state the student's opinion in polite words to convince the readers.

Data 7:

"People with dementia may get the difficulties in solving problem and restraining their emotion. The exact symptoms of dementia depend on the impairment in the brain. **However, there are some common symptoms of dementia that <u>usually</u> happened at their first time**." (Student G, paper 7)

Context

The statements are taken from the discussion section in the paper entitled '**Dementia**' which was written by *Student G.* the bold statement is the supporting idea of the paragraph which discussed about '*Symptoms of Dementia*'. It is seen

from the sentences above that, the last sentence is the refutation of the two first sentences, showing by the transition 'however'.

Data Analysis

The bold statement contains **attribute-oriented hedge** which is shown by the used of approximator of frequency '*usually*' which is categorized as one of markers of intentional vagueness. Intentional of vagueness in the sentence functions to reduce the explicitness of the writer's arguments in order to avoid face-threatening act if later the student's argument is not based on the phenomenon or the fact. Related to this, Brown and Levinson (1998, cited in Benham, 2012) argued that when the writer presents the argument explicitly, it will cause a face-threatening acts when later the claims are proven wrong or not suitable with phenomenon.

If we see from the sentence above, it is seen that the last sentence as the refutation of the first two sentences, it appears that in refuting an argument, the student still attempts to reduce the potential of being wrong by avoid stating clearly *some symptoms of dementia which happened at the first time*, on the contrary, the student tends to state '*some symptoms of dementia which usually happened at the first time*'. It implies that the student is trying to decrease the explicitness of the statement by adding the approximator '*usually*' without giving an explanation how often it happens. Finally, it implies that the function of Attribute-oriented hedge in the sentence above is to avoid giving wrong information by decreasing the exactness of the argument stated.

Data 8:

> "**In using gestures systems, deaf children are <u>greatly different</u> with spoken children**. They create and use gestures consistently as soson as they have been mapped with a meaning." (Student D)

Context

The statements are taken from the discussion section of paper entitled **'First language acquisition: Sign language'** which was written by *Student D*. It is the main sentence of the paragraph which discussed about "pointing gestures in sign language". The second sentence is the supporting sentence of the explanation about how is the difference between deaf children and spoken children.

Data Analysis

The bold statement contains **attribute-oriented hedge** which is shown by the used of intensifier '*greatly different*'. The function of the intensifier used in the sentence is to convince the readers about the student's opinion that spoken children and deaf children differ in using gestures. In this sentence, the student attempts to convince the readers about his/her argument by using the phrase '*greatly different*'. Instead of only stating '*deaf children are different with spoken children*', the student adds the adjective *different* with the emphatic expression '*greatly'* to strengthen the arguments so that the readers will believe with what is stated.

Besides, the role of the sentence in the paragraph is as main sentence of the paragraph which discussed about '*Pointing gestures'*. As the main sentence, this sentence has a purpose to give the main issue which is discussed. In order to make the readers interested and believe about what is stated, the student asserts

that '*Deaf children is different with the spoken children*' by adding the intensifier '*greatly different*' (greatly as the emphatic expression) to convince the readers the truth of what is stated (that deaf children are different with the spoken children). Besides, in the next sentence it is also give the explanation (as the support) to the first sentence which shows how the difference between spoken children and deaf children. It really proves the effort of the student to make the readers believe about what the student stated. Finally, from the sentence above, it implies the function of attribute-oriented hedge used is to express the student's argument in appropriate words to make the readers believe about what is stated.

Data 9:

"**There are some <u>kind of</u> conditions that <u>can</u> probably cause the dementia,** such as as degenerative disease (alzheimer, demensia with bodies, demensia frontotemporal), Serebrovaskuler disease (stroke; crash serebrovaskular), trauma, hidrosefalus, a brain tumor or damage, depresi, autoimun iritation, alkohol, metabolisme iritation, and less of vitamin B12.5 (cited from Apriadji, Siregar, et al: 2007). (*Student G, paper 7*)

Context

The sentences above are taken from the discussion section of the paper entitled **'Dementia'** which was written by *Student G*. It is seen that the bold sentences is the part of paragraph which discussed about *types and causes of dementia*. The sentences also becomes the supporting explanation which was taken from other source in building the discussion about the kinds and causes of dementia. The sentences above is not originally the writer's argument (citation)."

Data Analysis

The bold statement above contains **attribute-oriented hedge** which is shown by the used of '*a kind of'*, categorized as one of markers of intentional vagueness and **Reliability hedge** which is shown by the used modal auxiliary 'can'. The marker of intentional vagueness is usually used by the writer to reduce the explicitness of an utterance or to make the utterance bald in meaning. While modal auxiliary is usually used by the writer as the strategy in expressing argument/opinion in an appropriate way. In this statement, it is seen that the writer applies more than one taxonomy of hedging in one sentence. Instead of stating '*There are some conditions that cause the dementia'*, the student tends to add marker of intentional vagueness '*a kind of'* and insert modal auxiliary *'can'* in expressing the claim. It implies that the student attempts not only to express the claim in a good way but also to reduce the possibility of face-threatening act if there is something wrong related to the argument later.

Besides, even though the argument in the sentence was taken from other source (cited from Apriaji, 2007), the student still does not write the claims as explicit as what is expected by readers. On the contrary, the student prefers to apply the marker of intentional vagueness in the paper, it shows that even the knowledge of the topic is taken from one's study, the student still keeps him/her self from the potential of being wrong in giving opinion to the readers. Finally, from the sentence above, it implies that the functions of using reliability hedge and attribute oriented hedge in one sentence is to add more defense to the

student's argument, that is to state in a good words, also to reduce the possibility of being criticized by the readers (avoiding Face threatening acts).

Data 10:

> "Everyday speech is full of different kinds of speech errors, which are commonly referred to slips of tongue. **<u>Generally</u>, slip of tongue can be defined as a type of speech errors or speech disfluency in which sound, syllables, or whole words change their locations between two or more words in an utterance.** In a slip of tongue, a speaker wants to say something but unintentionally say something else." *(Student F, paper 6)*

Context

The sentences above were taken from the introduction section of paper entitled **'Slip of Tongue'** which was written by Student F. The bold sentence is the main sentence of the paragraph which tells the preface of the discussion about slips of tongue. In building the discussion, the student start the introduction by giving the definition of slips of tongue in general.

Data Analysis

The bold sentence above contains **attribute-oriented hedge** which is shown by the used of approximator of quantity '*generally'*, categorized as one of markers of intentional vagueness. The marker is used to decrease the explicitness of the writer's claim. In this statement, the writer uses this marker to avoid stating a bald utterance so that he/she adds the word '*generally'* to make the utterance less direct in informing to the readers. Thus, by using this kind of marker, it implies that the writer attempts to reduce the explicitness in stating his/her claim that "*slip of tongue is defined as a type of speech errors or speech disfluency in*

which sound, syllables, or whole words change their locations between two or more words in an utterance".

Besides, that the sentence is placed in introduction part means that actually the writer is trying to express his/her opinion about the definition of slips of tongue. In order not to give a clear definition about slips of tongue, the writer starts the sentence with the intentional vagueness '*generally'* to make an explicit statement (Proposing something generally, not as a particular thing). Not only the intentional of vagueness, the writer also uses modal auxiliary 'can' which shows the 'probability' of the truth of the definition which the writer stated. In this statement, the writer apply double hedge in expressing his/her opinion. Finally, from the sentence above, it implies that the function of attribute-oriented hedge is to state the student's argument in a good way by decreasing the exactness of the claim.

Data 11:

"However, he continuously got the treatment using cell phone. **The last result showed that spelling and spoken naming conducted for Mr. J gave a good result**. The training resulted in functional use of texting that continued for 2 years after treatment." *(Student C, paper 3)*

Context

The statements above are taken from the discussion section of the paper entitled '**Discussion of Broca's Aphasia and PPA'** which was written by *Student E.* The sentences are derived from the paragraph which discussed about treatments for Broca's Aphasia, particularly about the study in the treatment of broca's

aphasia. The sentences above discussed about the success of the study of picture naming which was conducted by Mr. J in treating the broca's aphasia sufferes."

Data Analysis

The bold sentence above contains **writer-oriented hedge** which is shown by the used of impersonal construction '*The last result...*'. In this statement, it is seen that the student reduces Mr. J's presence by replacing the subject with the non-humanity subject. Instead of stating that *Spelling and spoken naming's experiments which is conducted by Mr. J gave a good result*, the student prefers to change the subject into '*The last result*'. Instead of clearly showing the success of Mr. J's experiment, the student prefers to emphasize the success in the result of the experiment. It implies that the student tries to limit the potential of being criticized if later it is shown that Mr. J's study was not all success.

The impersonal construction is usually used by the writers in the writing to diminish their presence their writing. This kind of marker functions as the strategy of the writers to reduce their presence of the responsibility for the truth of the arguments stated. So that, instead of showing clearly their role related to the claims, the student chooses to save his/her face by replacing the subject into this marker. Thus, the writer will still be safe if there is a criticism which emerge related to the proposition which the writer presents or when several evidences show that the results of the Mr. J 's experiment is not good as what the writer stated. Finally, from the sentence above, it implies that the function of writer-oriented hedge is to reduce the presence of the student for being responsible for the truth of the argument stated.

Data 12

> "The definition of Dyslexia adopted by the language disorders division of the American Speech-Language-Hearing Association (ASHA), Dyslexia is a neurodevelopment disorder with a probable genetic basis, and **<u>it is generally agreed</u> that more boys than girls are affected (although the gender ratio is higher in referred samples)**." *(Student E, paper 5)*

Context

The statements are taken from the discussion section of the paper entitled '**Dyslexia'** which was written by *Student E*. It is placed in the second paragraph which discussed about the definition of dyslexia. The sentences above are also categorized as the main idea of the paragraph which discussed about the definition of Dyslexia. The bold sentence becomes the emphasized argument of the student after showing that dyslexia is a neurodevelopment disorder which is concerned with genetic basis." (*see appendix, paper 5*)

Data Analysis

The bold statement above contains **writer-oriented hedge** which is shown by the used of passive structure (un-existing subject) '*It is generally agreed'*. Instead of stating clearly who actually agrees with the proposition that in dyslexia, more boys are affected than girls or showing that ASHA is the association which agree about the opinion, the student tends to reduce the presence of ASHA in this case. It implies that the used of impersonal subject in the sentence functions as the strategy to decrease the presence of the writer of being responsible for giving a clear meaning of the argument in the writing.

Besides, in the statement, the student seems to use passive structure in order to relieve him/herself from the responsibility of giving a clear explanation

related to how many people who agree with the proposition. Thus, in the statement, even the idea is taken from other source (American Speech-Language-Hearing Association/ ASHA), the student does not add a clear information who actually agrees or how many people or organizations who agree with the claim. It is shown that in writing the sentence, the student uses the passive structure as the strategy to save his/her role in the utterance/statement. Finally, from the sentence above, it implies that te function of writer-oriented hedge is to relieve the student's role of the responsibility for the truth of the argument stated.

Data 13

"**The finding in that study shows that texting method is related to handwriting treatment that is known as CART**. Typing, like handwriting, involves semantically guided retrieval of appropriate words and their correct orthography." *(Student C, paper 3)*

Context

The statements above are taken from the discussion section of the paper entitled '**Discussion of Broca's Aphasia and PPA'** which was written by *Student C*. The sentences are derived from the paragraph which discussed about treatments for Broca's Aphasia, particularly a writing treatment of broca's aphasia (a texting approach). The bold sentence is the main sentence of the paragraph discussed. The meaning of study here is the study proposed by Mr. J which focuss on writing treartment for aphasia using texting approach from cell phone.

Data Analysis

The bold sentence contains **writer-oriented hedge** which is shown by the used of impersonal construction '*The finding in that study*' . In the sentence, the student prefers to change the subject with non-human entity '*The finding in the study shows that texting method is related to handwriting treatment that is known as CART*' than stating clearly by showing the role of the one whoc conducted the study (e. g stating clearly that *Mr. J study shows that texting method is related to handwriting treatment that is known as CART).* It may imply that he function of the impersonal construction used in the sentence is as the strategy to decrease the writer's presence of being responsible for the truth of what is stated.

Based on the bold statement above, it appears that the writer prefers changing the subject (by showing the role of MR. J) with non-human entity (only stating the finding of the study) in order to relieve him/herself from the responsibility of the truth of what is stated. Finally, it implies that the function of writer oriented hedge used in the sentence is to show that the student is trying to save his/her face from the potential of being criticized by the readers related to the utterance stated.

Data 14

"In short, despite the poor condition of language learning home signers' they can make visual language using visual processing mechanism-gestural language, and visual langauge derived rules, thus supporting the hyphothesis of a specific claim indigenous biological capacity for language. **Children seem to have a natural, innate tendency or strategy they use when**

obtaining the language, even without exposure to linguistic model. (<u>cited from Julsurd; 2011</u>)" (*Student D, paper 4*)

Context

The statements are taken from the discussion section of the paper entitled '**First language acquisition: Sign language'** which was written by *student D*. the sentences are the supporting sentences of the paragraph which discussed about *Deaf children born to hearing*. The sentences were cited by the student D from Julsurd (2011). It means that the sentences are Julsurd's opinion which was paraphrased by student D into what he/she understood related to Julsurd's argument." (*see appendix, paper 4*)

Data Analysis

The bold statement above contains **Reliability hedge** which is shown by the used of semi-auxiliary verb '*seem'*. The function of semi-auxiliary verb used here is to show the writer's opinion related to the topic being discussed (that children actually have a possibility to have a natural, innate tendency or strategy to obtain the language, even without exposure to linguistic model). However, instead of showing 'certainty', the word '*seem'* in the statement tends to mean '*doubt'*. It implies that the student feels doubt related to the argument that *children have a possibility to have a natural, innate tendency or strategy to obtain the language, even without exposure to linguistic model*.

Besides, even the statements are taken from other personal opinion, the student is still not confident enough to state clearly without any hesitation (that *the children have a possibility to have a natural, innate tendency or strategy to*

obtain the language, even without exposure), even the student inserts the semi-auxiliary verb '*seem*' in the sentence. It shows that the student attempts state uncertain argument with an appropriate caution. Finally, from the sentence above, it implies that the function of Reliability hedge in the sentence is to help the student expresses the argument in appropriate words in readers' view (by showing the doubt).

Data 15

"From that explanation, **we can conclude that slips of tongue referred to speech error.** Slips of tongue is an error in speaking in which a word is pronounced incorrectly, or in which the speaker say something unintentionally". *(Student F, paper 6)*

Context

The statements are taken from the conclusion section of the paper entitled **'Slips of tongue'** which was written by the student F. The bold sentence above is the main sentence of the paragraph which discussed about the conclusion of the discussion about slips of tongue. The student starts the concluding paragraph by stating about the definition of slips of tongue based on their opinion."

Data Analysis

The bold sentence above contains **Reader-oriented hedge** which is shown by the used of pronoun *we* which shows the personal opinion of the writer. The function of using this kind of marker is to reduce the writer's assurance for the truth of writer's argument by increasing the subjectivity of the argument stated. By using this marker, it shows that the student tries to conclude the discussion

about slips of tongue based on their own opinion from what they have understood from the explanation about slips of tongue.

Besides, from the statement above, it appears that the student actually attempts to ask the readers to be a good colleague to think more about the truth of the claims because the definition of slips of tongue above is the personal opinion of the writer. It is expected for the readers to give their respond related to the writer's opinion, whether the readers agree with the student thought. Related to this, Hyland (1995) claimed that the Reader-oriented hedge asks the readers to give their role as intelligent colleagues who are capable of deciding about the issues discussed. Finally, from the sentence above, it implies the function of Reader-oriented hedge in the student's sentence is to build a relationship between readers and writer in a lively dialogue about the topic discussed.

Data 16

"The words are then repeated, although he did not know what it means. **In fact, <u>sometimes</u>, when the cry is so also the word they uttered unconsciously**. As another example, a child who grew up in a neighbourhood with many restriction, then the words are heard only words that can negatively affect the mental conddition of the child." *(Student D, paper 4)*

Context

The sentences above are taken from the introduction section of the paper entitled **'First language acquisition: Sign language'** which was written by Student D. those sentences above are the supporting sentences of the paragraph which the main point is discussing about the role of environment in the

development of child's first language. In the first sentence, the word 'he' refers to the word 'child'. In building the paragraph, the writer starts the discussion by giving an example of how environment will play an important role to the development of children."

Data Analysis

The bold statement above contains **attribute-oriented hedge** which is shown by the used of marker of intentional vagueness '*sometimes*'. The function of the marker used in the sentence is to make the statement less direct or unclearly understood by the readers. By this, it implies that the writer may attempt to reduce the potential of being criticized by the readers related to the argument stated (that . In fact, the cry of a child is the word they uttered unconsciously).

Besides, instead of stating directly that *in fact, the cry is the word which the child uttered unconciously,* the writer still inserts the marker of intentional vagueness *sometimes* to avoid being wrong if later it is proved that not all the cry of the child is the word they uttered unconciously. Therefore, the writer adds the word '*sometimes*' to the sentence, so that the statement becomes vague. By adding the intentional vagueness '*sometimes*', the writer decrease the explicitness of the sentence. Finally, from the sentence above, it implies that the function of Attribute-oriented hedge in the student's sentence is to make the sentence so far from explicitness to reduce the possibility of being criticized. Thus, the writer doesn't need to guarantee the truth of the argument stated.

Data 17

> "This usually means that the dysletic person has a pattern of cognitive abilities which shows areas of stregths and weakness. These differences **can be** problematic in educational, work or cultural systems which are based on the way that the non-dyslexic brain thinks and learns."(Student E, paper 5)

Context

The statement above is taken from the discussion section of the paper entitled '**Dyslexia**' which was written by student E. The sentence is the supporting sentence of the paragraph with discussed about '*The neurological difference gives the dyslectic person the way of thinking and learning*'. The second sentence above as the explanation of the first sentence that dyslexic person has cognitive abilities which shows areas of stregths and weakness."

Data Analysis

The bold statement above contains **Reliability hedge** which is shown by the used of modal auxiliary '*can*'. In the statement, the function of modal auxiliary '*can*' used is to show the writer's opinion related to the topic discussed. In this statement, instead of showing '*certainty*', the modal auxiliary '*can*' tends to show '*probability*' of the writer related to the claim whether the differences is problematic or not in educational, work or cultural systems. It implies because of the student's doubt, he or she tries to state the opinion in a good words which shows the possibility, by using modal auxiliary *can*.

Besides, based on the bold sentence above, it seems that the writer feels doubt about the truth of what is stated (that the difference is problematic in educational, work or cultural systems which are based on the way that non-

dyslexic brain thinks and learns). Thus, to express the writer's claim with appropriate caution, the writer inserts the word '*can'* in the statements to show that even the writer feels unsure, he or she believes that there is still a possibility that the difference is problematic in educational. So that, the writer uses '*can'* to show the possibility of the truth of the argument. Finally, from the sentence above, it implies that the function of reliability hedge in the student's sentence is to express the argument in a proper words which be accepted by the readers.

Data 18

"Vocabulary **appears** to be a critical predictor of the early development of reading comprehension skill in both L1 and L2". (Student B, paper 2)

Context

The statement above is taken from the discussion section of paper entitled '**Language comprehension'** which was written by Student B. The sentence is placed in the discussion section, in the sub title 'conclusion of vocabulary study'. The statement is a short conclusion about the discussion about *Vocabulary study* in the paper. In other word, that the sentence may the writer's main point of the discussion of vocabulary study."

Data Analysis

The statement above contains **Reliability hedge** which is shown by the used of semi-auxiliary '*appear'*. The used of semi-auxiliary verb 'appear' in the sentence functions as the strategy in reducing the possibility of being wrong of the

claim. The writer attempts to express his claim with an appropriate caution by inserting the semi auxiliary verb in the statement.

By using the word '*appear*', the writer shows that actually he/she feels hesitate related to the truth of the argument (that *vocabulary is a predictor of the early development of reading comprehension skills in both L1 and L2*) because the word '*appear*' here means '*doubt*'. Instead of stating explicitly that *Vocabulary is a critical predictor of the early development of reading comprehension skills in both L1 and L2 learners,* the writer inserts semi auxiliary modal '*appear*' which implies that the writer attempts to limit the responsibility of the truth of the argument. Finally, it implies that the function of Reliability hedge in the student's sentence is to express an argument in a good statement so it can reduce the possibility of the writer to be criticized if it is found the argument is wrong.

Data 19

"**In this paper <u>we</u> discuss about Primary progressive aphasia as a typical dementia characterized by a relentless dissolution of language with memory relative preserve**. PPA now commonly included in the list of dementia syndromes." (Student C, paper 3)

Context

This sentences are taken from the discussion section of the paper entitled '**studies on speech errors**' which was written by Student C. the sentences are placed in the discussion section of the paper which discussed about PPA (Primary Progressive Aphasia) based Dementia. The paragraph tells about the writer's

statement that the paper discussed PPA as a typical dementia and not based on other disorder.

Data Analysis

The bold sentence above contains **Reader-oriented hedge** which is shown by the used of pronoun *we* which shows the personal opinion of the writer. The function of using this kind of marker is to reduce the writer's assurance for the truth of writer's argument by increasing the subjectivity of the argument stated. It is seen from the statement that the writer actually tries to clarify that the writer's aim in writing the paper only to discuss PPA or Primary Proggressive Aphasia only based on a typical form of dementia.

In addition, by using the pronoun, the writer actually attempts to make the readers involved to the discussion and think deeply about of the writer's claims. So, it implies that the readers are expected to give a comment related to the writer's proposition. Finally, it implies that the function of Readers oriented hedge is to make the readers become the great colleagues to give their responds to what is stated by the writer.

Data 20

> **"An interesting study <u>might be</u> looking at whether gestures or language produce a more thorough understanding of a concept.** With time, comprehension may be able to be fully understood." (Student B, paper 2)

Context

The statements are taken from the discussion section of the paper entitled **'Language comprehension'** which was written by *Student B.* The bold statement above is the supporting sentence of a paragraph which discussed about the definition of language comprehension. Based on the sentences above, it can be seen that the two sentences as the additional information related to the definition of language comprehension."

Data Analysis

The bold statement above contains **Reliability hedge** which is shown by the used of modal auxiliary '*might*'. The function of modal auxiliary used in the sentence is to show the writer's position/opinion in appropriate caution in readers' view. The word '*might*' in the statement refers to the probability of the writer's opinion that *an interesting study is looking at whether gestures or language produce a more thorough understanding of a concept*. So that, by adding the modal '*might*' which shows possibility, it implies that the writer shows the position of his/her opinion toward the topic discussed. Finally, the function of the Reliability hedge in the student's sentence is to express the student's opinion in an appropriate way, that is in showing the student's doubt of the argument.

The analysis shows that the students of English language and letters department of UIN Malang apply the use of hedging in their academic papers. The hedging used comprises four types; writer-oriented hedge, attribute-oriented hedge, reliability hedge and reader-oriented hedge. Related to this, the most

hedging types used by the students are reliability, attribute-oriented and writer-oriented hedge, while reader-oriented hedge is rare.

3. 2 Discussion

After obtaining and analyzing the used and functions of hedging in the Students' academic papers, it is crucial for the writer to discuss about the findings of the study in order to answer the research questions made.

Based on the problems '**what kinds of hedge used by the students in writing their academic papers**' and '**what are the functions of the hedge used by the students in their academic papers**', it is found from the analysis that each type of hedge taxonomy which is used by the students has its function. Firstly, writer- oriented hedge is usually used by the writer to reduce the presence of the writers of being responsible for the truth of the information stated. For example;

> *"The method used is conducting an experiment in which participants <u>were asked</u> to perform two tasks at the same time (dual task technique)- a digit span task which required them to repeat a list of numbers,.. (Student B, paper 2)... data 4*

Secondly, reader-oriented hedge is usually used by the writers as the strategy to build the good relationship between the writer and the student. This kind of strategy can bring the readers in a lively dialogue to respond the writer's argument. For example;

> *From that explanation, **we** can conclude that slips of tongue referred to speech error. Slips of tongue is an error in speaking in which a word is pronounced incorrectly, or in which the speaker say something unintentionally". (Student F, paper 6)....data 15*

Thirdly, reliability hedge is usually used by the writer to state an argument in good statement which can reflect the truth of phenomena, in addition, this hedge can also represents the strategy of the writer to reduce the possibility of being criticized by readers if it is found something wrong with the argument. For example;

> *"Vocabulary **appears** to be a critical predictor of the early development of reading comprehension skill in both L1 and L2". (Student B, paper 2)... data 18*

Fourthly, attribute-oriented hedge is usually used by the students to reduce the possibility of being wrong in stating the argument by decreasing the exactness of the utterances, in addition, this hedge can also represents the strategy of the writer to reduce the possibility of face threatening acts if it is found that the argument is wrong or not the same as real phenomena. For example;

> *"In fact, **sometimes**, when the cry is so also the word they uttered unconsciously. (student D, paper 4).... data 16*

Furthermore, it is found from the analysis that the students of English letters and language department of UIN Malang apply four taxonomies of hedging in writing their academic papers, those are Reliability hedge, writer-oriented hedge, reader-oriented hedge, and Attribute-oriented hedge. It is similar to the research which was conducted by Hyland (1995). He stated that hedging in academic writing looks three relationships, firstly, the relation between Writer and the propositions (Writer-oriented hedge), secondly, the relation between the

proposition and the phenomena (Reliability hedge and attribute orientedh hedge), thirdly, the relation between the writer and the readers (reader-oriented hedge).

Besides, from the analysis, it is also found that the common taxonomies of hedge used by the students are reliability and attribute-oriented hedge (see appendix). It means that in expressing their arguments,the writers often apply the strategy to present the information accurately and objectively as possible by giving the appropriate words in expressing their opinion so that they can reduce the possibility of being wrong with the phenomena. In the papers, it is shown that in expressing their opinions, the studentsoften to apply the modal auxiliary which shows the possibility such as *may, can*, *could*, and *might*; semi-auixiliary verbs such as *seem*, *appear*, and the markers of intentional vagueness such as *kind of*, *some*, and *approximator of frequency* such as *sometimes, often*, and *usually*.

In addition, from the analysis, it also shows that the use of hedging is mostly found in the discussion section while in introduction and conclusion section are rare (see appendix). It means that the students mostly extend their knowledge related to the topic being discussed in discussion section. According to Hyland (1995), hedging is always highest in discussion section since the writers gain their academic credibility beyond the data to offer more general interpretation. Thus, in the discussion section, the writer attempts to express more about their opinion, including their background knowledge related to the topic discussed. While in introduction and conclusion section, the writers only speculate the importance of the study and announce about the findings, thus, it is not needed much hedging expression.

In writing the academic papers, writers often apply a lot of hedging in expressing their arguments. Based on the analysis, it shows that hedging is often used among the sentences. Even, it is found several sentences which used more than one taxonomy of hedge.

For examples:

*There are some **kind of** conditions that **can** probably cause the dementia, such as degenerative disease, cerebrovascular disease... (Student G, paper 7) ... **data 9***

In the examples above, it is shown that in (a) it is found two kinds of hedging; Reliability hedge (which is shown by the used of modal '*can'*) and attribute-oriented hedge (which is shown by the used of marker of intentional vagueness'a kind of'). As the strategy in conveying a claim in an appropriate way, hedging can be found more than one in a sentence. It shows that the writer always attempts to state their knowledge as good as possible to make the readers agree with what the writer stated. The finding of the study is similar to research which was conducted by BUITKIENÉ (2008). In his study, he found that hedging can be double, triple even multi-hedge in one statements. It really shows that in expressing their arguments, writers often apply hedging as a rhetorical strategy in expressing claims appropriately.

Finally, in the study the researcher found that the students of English letters and language department of UIN Maliki Malang apply four taxonomies of hedging in writing their paper, those are; writer-oriented hedge, reader-oriented hedge, reliability hedge, and attribute-oriented hedge. As the crucial use of hedging in building a good writing, each taxonomy of hedging brings their

functions and role in conveying claims appropriately, as the strategy to mitigate

the negative consequences, also to show the writers' position of the arguments.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions after conducting the research on "Hedging in the students' papers of BSI UIN Malang" based on the theory of hedging proposed by Hyland (1996). The conclusion of the study is based on the formulation of the research objectives made. In addition, the suggestion is aimed to give the contributions to the readers and next researchers who may be interested in investigating the same topic.

4. 1 Conclusion

Hedging functions as the strategy for the writers in expressing their arguments related to a particular information in appropriate way. Hedging becomes the important feature in building a good academic writing. To sum up, this study aims to answer the research objectives which were made in the study; 1) identifying taxonomies of hedging found in the students' academic writing, and 2) identifying the functions of the hedging used by the students in their academic writing. Thus, the conclusion of the study can be described in the following.

The first phase is under the analysis of taxonomies of hedging which were used by the students of English letters and language department of UIN Malang. To express their thoughts in the form of academic papers, BSI UIN Malang students apply four taxonomies of hedging; Writer-oriented hedge, attribute-oriented hedge, reliability hedge, and reader-oriented hedge. In elaborating the students' thoughts (arguments), the most hedge found in the discussion section, while in the introduction and conclusion are rare. In addition, based on the

analysis, it was found that the students apply less reader-oriented hedge, it shows that in elaborating their arguments, the students of BSI UIN Malang avoid the subjectivity or their personal opinion to increase the readers believe about the truth of the proposition of the information stated.

The next phase is under the analysis of the functions of hedging in building a good academic writing which was used by the BSI UIN Malang students. Based on the analysis, the functions of hedging found in the papers look into three relations; the writer, proposition, and the readers. Firstly, hedging can allow the writers to express their opinion with a greater precision and appropriate caution which is expressed by Reliability hedge. Secondly, hedging is also able to anticipate the possible negative consequences which was is expressed by Writer-oriented hedge and attribute-oriented hedge. Thirdly, hedging can contribute the development between writer and readers' relationship which is expressed by reader-oriented hedge. In sum, from the two analysis, the writer concludes that hedging is a strategy in softening the people's thoughts in building a good academic writing.

4. 2 Suggestion

With regard to the conclusions, the result of this study leads the suggestions for some following parties:

a   **Linguistics students**

As academic people, It is extremely suggested for linguistics students to learn and understand about the features in building a good

academic papers, especially the concept of hedging. Particularly, the researcher really suggests the students to use hedging in writing their academic paper.

b   English lecturers

The study is expected to be additional source for the lecturers, especially Linguistics lecturers, about the concept of hedging and its use and functions in academic writing. The researcher hopes that the findings of the study could be the examples of studying hedging occurence in academic papers.

c   Future researcher

The current study is only the analysis about types and functions of hedge words based on the explicit functions of hedging in academic writing without seeing the writers' opinion related to what they are stated in the papers. So, for further study, it is seen significant for the future researchers to interview the writers' reason in using hedge in their academic papers. It is also suggested for the further researcher to compare the used of hedging by native and non-native speaker in their writing.

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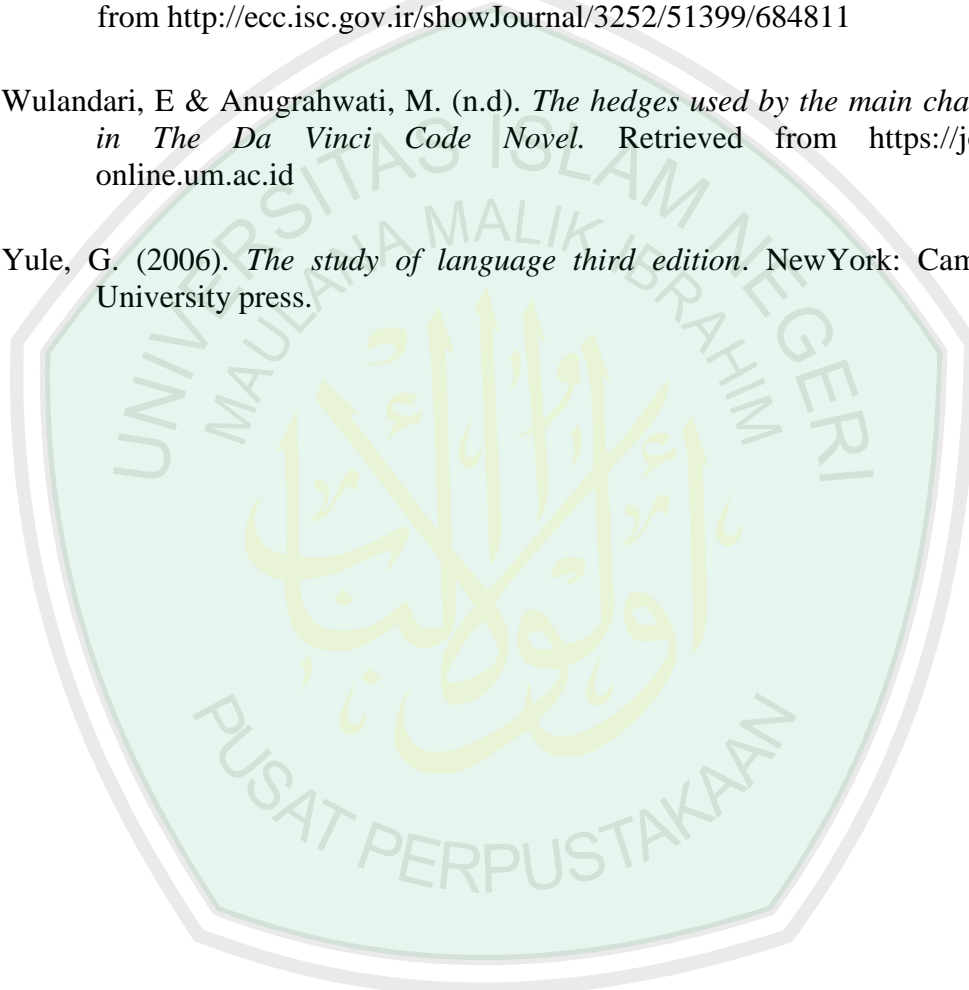
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APPENDIX

1.1 Tables of the use of hedging in Students' academic writing

No.	Sentence	Types of hedging	Marker	Function	Place in Paper
1.	A quotation notes 'Your language is your limitation', therefore, language is **the most important aspect** to be the part of human being	Attribute-oriented hedge	Intensifier	To convince the reader about the writer's arguments that language is an important aspect for human being.	Introduction section (*Paper 1, page 1*)
2.	This paper aims to reveal that grammatical error of second language is considered as **a kind of** speech error.	Attribute-oriented hedge	Marker of intentional vagueness	To reduce the explicitness of the student's claim	Introduction section (*Paper 1, page 1*)
3.	Word meaning **may** be concrete (e.g 'ball' refers to round objects that bounce) or abstract (e.g 'justice' refers to fairness in the pursuit or distribution of various types goods and services).	Reliability hedge	Modal auxiliary	To state the writer's opinion related to his/her claims.	Discussion section (*paper 2, page 3*)
4.	The method used is conducting an experiment in which participants **were asked** to perform two tasks at the same time (dual task technique)	Writer-oriented hedge	Passive structure	To reduce the writer's presence in the writing.	Discussion section (*paper 2, page 7*)
5.	A person with aphasia **may** have trouble speaking, reading, writing, recognizing the names of things, or understanding what other say.	Reliability hedge	Modal auxiliary	To state the writer's opinion related to the topic discussed	Introduction section (*paper 3, page 2*)

6.	That is why it is **very important** to have an early consultation with the doctor.	Attribute-oriented hedge	Intensifier	to convince the readers about the truth of the writer's opinion or arguments that people with dementia really need to have an early consultation with doctor.	Discussion section *(paper 7, page 4)*
7.	However, there are some common symptoms of dementia that **usually** happened at their first time	Attribute-oriented hedge	Approximator of frequency	To reduce the explicitness of the writer's arguments in order to avoid face-threatening act if later the student's argument is not based on the phenomenon or the fact	Discussion section *(paper 7, page 4)*
8.	"In using gestures systems, deaf children are **greatly different** with spoken children.	Attribute-oriented hedge	Intensifier	To convince the readers about the student's opinion that spoken children and deaf children differ in using gestures	Discussion section *(paper 4, page 11)*
9.	There are some **kind of** conditions that **can** probably cause the dementia.	Attribute-oriented hedge, Reliability hedge	Intentional of vagueness, modal auxiliary	To reduce the explicitness of an utterance or to make the utterance bald in meaning by giving an appropriate caution to avoid the potential being wrong.	Discussion section *(paper 7, page 2)*
10.	**Generally**, slip of tongue can be defined as a type of speech errors or speech disfluency in which sound, syllables, or whole words change their locations between	Attribute-oriented hedge		To decrease the explicitness of the writer's claim.	Introduction section *(paper 6, page 1)*

	two or more words in an utterance				
11.	**The last result showed** that spelling and spoken naming conducted for Mr. J gave a good result	Writer-oriented hedge	Impersonal construction	To diminish their presence their writing.	Discussion section *(paper 3, page 4)*
12.	**It is generally agreed** that more boys than girls are affected (although the gender ratio is higher in referred samples).	Writer-oriented hedge	Passive structure	As the strategy to decrease the presence of the writer of being responsible for giving a clear meaning of the argument in the writing.	Discussion section *(paper 5, page 2)*
13.	**The finding in that study shows** that texting method is related to handwriting treatment that is known as CART.	Writer-oriented hedge	Impersonal construction	As the strategy to decrease the writer's presence of being responsible for the truth of what is stated.	Discussion section *(paper 5, page 5)*
14.	Children **seem** to have a natural, innate tendency or strategy they use when obtaining the language, even without exposure to linguistic model. (cited from Julsurd; 2011)	Reliability hedge	Semi-auxiliary verb	to show the writer's opinion related to the topic being discussed (that children actually have a possibility to have a natural, innate tendency or strategy to obtain the language, even without exposure to linguistic model).	Discussion section *(paper 4, page 6)*
15.	From that explanation, **we** can conclude that slips of tongue referred to speech error	Reader-oriented hedge	Pronoun 'we'	To reduce the writer's assurance for the truth of writer's argument by increasing the subjectivity	Conclusion section *(paper 6, page 7)*
16.	In fact, **sometimes**, when the cry is so also the word they	Attribute-oriented hedge	Marker of intentional vagueness	To make the statement less direct or unclearly	Introduction section *(paper 4,*

	uttered unconsciously.			understood by the readers.	*page 1)*
17.	These differences **can be** problematic in educational, work or cultural systems which are based on the way that the non-dyslexic brain thinks and learns.	Reliability hedge	Modal auxiliary	To show the writer's opinion related to the topic discussed.	Discussion section *(paper 5, page 2)*
18.	Vocabulary **appears** to be a critical predictor of the early development of reading comprehension skill in both L1 and L2.	Reliability hedge	Semi-auxiliary verb	As the strategy in reducing the possibility of being wrong of the claim.	Discussion section *(paper 2, page 6)*
19.	In this paper **we** discuss about rimary progressive aphasia as a typical dementia characterized by a relentless dissolution of language with memory relative preserve.	Reader-oriented hedge	Pronoun 'we'	To reduce the writer's assurance for the truth of writer's argument by increasing the subjectivity of the argument stated	Discussion section *(paper 3, page 7)*
20.	An interesting study **might be** looking at whether gestures or language produce a more thorough understanding of a concept	Reliability hedge	Modal auxiliary	To show the writer's position/opinion in appropriate caution in readers' view.	Discussion section *(paper 2, page 2)*

1.2 Table of the occurence of hedging in students' academic paper

No.	Sentence	Reliability hedge	Attribute-oriented hedge	Writer-oriented hedge	Reader-oriented hedge	Place
1.	A quotation notes 'Your language is your limitation', therefore, language is **the most important aspect** to be the part of human being		✓			Introduction
2.	This paper aims to reveal that grammatical error of second language is considered as **a kind of** speech error.		✓			Introduction
3.	Word meaning **may** be concrete (e.g 'ball' refers to round objects that bounce) or abstract (e.g 'justice' refers to fairness in the pursuit or distribution of various types goods and services).	✓				Discussion
4.	The method used is conducting an experiment in which participants			✓		Discussion

No.						
	were asked to perform two tasks at the same time (dual task technique)					
5.	A person with aphasia **may** have trouble speaking, reading, writing, recognizing the names of things, or understanding what other say.	✓				Introduction
6.	That is why it is **very important** to have an early consultation with the doctor.		✓			Discussion
7.	However, there are some common symptoms of dementia that **usually** happened at their first time		✓			Discussion
8.	"In using gestures systems, deaf children are **greatly different** with spoken children.		✓			Discussion
9.	There are some **kind of** conditions that **can** probably cause the dementia.	✓	✓			Discussion

No.							
10.	**Generally**, slip of tongue can be defined as a type of speech errors or speech disfluency in which sound, syllables, or whole words change their locations between two or more words in an utterance		✓				Introduction
11.	**The last result showed** that spelling and spoken naming conducted for Mr. J gave a good result				✓		Discussion
12.	**it is generally agreed** that more boys than girls are affected (although the gender ratio is higher in referred samples).				✓		Discussion
13.	**The finding in that study shows** that texting method is related to handwriting treatment that is known as CART.				✓		Discussion
14.	Children **seem** to have a natural, innate tendency or strategy they	✓					Discussion

No.						
	use when obtaining the language, even without exposure to linguistic model. (cited from Julsurd; 2011)					
15.	From that explanation, **we** can conclude that slips of tongue referred to speech error				✓	Conclusion
16.	In fact, **sometimes**, when the cry is so also the word they uttered unconsciously.		✓			Introduction
17.	These differences **can be** problematic in educational, work or cultural systems which are based on the way that the non-dyslexic brain thinks and learns.	✓				Discussion
18.	Vocabulary **appears** to be a critical predictor of the early development of reading comprehension skill in both	✓				Discussion

	L1 and L2.					
19.	In this paper **we** discuss about rimary progressive aphasia as a typical dementia characterized by a relentless dissolution of language with memory relative preserve.				✓	Discussion
20.	An interesting study **might be** looking at whether gestures or language produce a more thorough understanding of a concept	✓				Discussion

BSI STUDENTS' ACADEMIC PAPERS

PAPER 1 (*Studies on speech error*, written by student A)

PAPER 2 (*Language comprehension*, written by student B)

PAPER 3 (*Discussion on Broca's Aphasia and PPA*, written by student C)

PAPER 4 (*First language acquisition*, written by student D)

PAPER 5 (*Dyslexia,* written by student E)

PAPER 6 (*Slips of tongue*, written by student F)

PAPER 7 (*Dementia*, written by student G)