

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writers discuss Academic Writing, Hedges, English Skripsi of the Students of Muria Kudus University, Review of Related Literature Section and Method of the Research Section.

#### **2.1 Academic Writing**

As it has been stated in the background of the study that skripsi belongs to academic writing, that is writing which is conducted in academic world which aims to inform rather than entertain. There are six main features of academic writing that are often discussed. Academic writing is to some extent : complex, formal, objective, explicit, hedged and responsible (Features of Academic writing : <http://www.ueafap.com/writing/feature/hedge.htm>)

Complexity means that written language is relatively more complex than spoken language. Written language has longer words, it is lexically more dense and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrase. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives. Academic writing is also relatively formal

The next feature is objectivity. It means that written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and arguments you want to make rather than you.

Explicitness , academic writing is explicit about the relationship in the text. Furthermore, it is responsibility of the writer in English to make it clear to the reader how to the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

Hedging in any kind of academic writing you do, it's necessary to make decision about your stance on a particular subject, or strength of the claims you are making. Different subjects prefer to do this in different ways. A technique common in certain kinds of academic writing is known by linguist as a 'hedge'.

Academic writing is dealing with responsibility. It means that in academic writing we must be responsible for and must be able to provide evidence and justification for, any claims we make. We are also responsible for demonstrating and understanding of any source text we use.

From those explanations, we know that hedging is very important for academic writing, especially skripsi. It plays a great role when we make decisions about the strength of the claims we are making.

## **2.2 Hedges**

Hedging is very important in academic writing because it is one of features in academic writing. It is very necessary to make decision about our stance on a particular subject, or strength of the claims we are making. Hedges are a significant resource for academic writing.

### **2.2.1 Definition of Hedges**

There are a lot of definitions of hedges stated by some experts. According to Zuck and Zuck ( as cited by Falahati) it is stated that hedges is the process whereby the author reduces the strength of what he is writing in case the reported

news turn not to be true. Meanwhile, Brown and Levinson (1987 : 145), define hedges as “a particle , word or phrase that modifies the degree of membership of predicate or a noun phrase in a set; it says of that membership that it is partial or true only in certain respects, or it is more true and complete than perhaps might be expected.

Myers (1989) argues that hedges are better understood as positive or negative politeness strategies, i.e., as “sophisticated rational strategies” used to mitigate two central positions expressed in scientific writing: to present claims (or findings) pending acceptance by international community and to deny claims presented by researcher. Indeed, to express an opinion is to make claims particularly central claims in “establishing a niche” to use Swales’ expression (1990a:4) and to make a claim is to try to impose one’s opinion on others.

Academic writers need to present their claims cautiously, accurately, and modestly to meet the expectation of corresponding discourse community, to gain acceptance for their statement, and to enter dialogue of corresponding discourse community. In this case, hedges can serve as interactive elements which bridge between text information and author’s interpretation

In other word, Hedging is the expression of tentativeness and possibility in language use and its crucial to scientific writing where statements are rarely made without subjective assessment of truth (Hyland: 1995). Functions of hedging are to express ideas precisely, especially when reinterpretation and reformulation are common-balance fact and evaluation – assume ideas are true as far as can be determined, to develop writer relationship-deference and cooperation and to anticipate opposition-state result as strongly as we can without overstating (Hyland: 1995).

According to Salager-Meyer (1997:105) hedging is a linguistic resource which conveys the fundamental characteristic of science of doubt and skepticism. Hedges in academic discourse are very significant. They are used to encode the significant speaker's opinion. This is because hedges relate the propositional information in the text and the writer's factual interpretation (Salager-Meyer: 1997).

From the definition above, the writers conclude that hedging is a basic feature in academic discourse that enables academic writers to show the amount of confidence they put on their claim, and to start a dialog with their readers. Through using hedges, writers leave some room for their readers to judge the truth value of the assertion.

### **2.2.3 Types of Hedges**

Many theories used to express hedges were presented by some scholars. But in this study, the writers refer to the seven expression presented by Salager– Meyer in analyzing the types of hedges. He composes seven expressions that represent the use of hedges in scientific English called “strategic stereotypes” (1997; 109-110). The scheme below represents the most widely used hedging categories. They are:

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

a) To reach an affective teaching and learning process by using the media, teachers *should* consider and select the good and suitable ones for the class.

b) The lack of reading interest *may be* an important case of pure reading.

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

a) However reading is still *considered* as must not as a need.

b) Due to the opinion above, the writer *concluded* that reading activity is not only to get some crucial information and knowledge, but also get pleasure and enjoyment.

3. Adjectival, adverbial and nominal modal phrases:

3.1. probability adjectives: e.g., *possible, probable, un/likely*

3.2. nouns: e.g., *assumption, claim, possibility, estimate, suggestion*

3.3. adverbs (which could be considered as non-verbal modals): e.g., *perhaps, possibly, probably, practically, likely, presumably, virtually, apparently*.

a. Septicemia is *likely* to result, which might threaten his life.

b. *Possibly* the setting of the neural mechanisms responsible for this sensation is altered in patients with chronic fatigue syndrome.

4. Approximators of degree, quantity, frequency and time: e.g., *approximately, roughly, about, often, occasionally, generally, usually, somewhat, somehow, a lot of.*

a) Fever is present in *about* a third of cases and sometimes there is neutropenia.

b) Persistent subjective fatigue *generally* occurs in relative isolation.

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

a) We *believe* that the chronic fatigue syndrome reflects a complex interaction of several factors. There is no simple explanation.

b) *According to* Warriner, et al (1958:19) in their book "English grammar and composition" state a prepositional phrase is a group of words beginning with a preposition and ending with noun or pronoun

6. If clauses, e.g., *if true, if anything*

a) *If true, then*, our study contradicts the myth that fishing attracts the bravest and strongest men.

b) *If* a group of words has a subject or a verb, then the group of words is not a phrase.

7. Compound hedges. These are phrases made up of several hedges, the commonest forms being: 1. a modal auxiliary combined with a lexical verb with a hedging content (e.g., *it would appear*), and 2. a lexical verb followed by a hedging adverb or adjective where the adverb (or adjective) reinforces the hedge already inherent in the lexical verb (e.g., *it seems reasonable/probable*). Such

compound hedges can be double hedges (it *may suggest* that; it *seems likely* that; it *would indicate* that; this *probably indicates*); treble hedges (it *seems reasonable to assume* that); quadruple hedges (it *would seem somewhat unlikely* that, it *may appear somewhat speculative* that), and so on.

a) The meaning that preposition represent *will appear* when they are put into construction together with other elements.

b) However, in certain informal usage, the object of the preposition *may appear* initial position in the clause, and the preposition in final position.

c) Paul also states that enjoyment of reading *should be considered* of prime importance.

### **2.3 The English Skripsi of the Students of English Education Department, Teacher Training and Education Faculty, Muria Kudus University**

Basically, the organization of the Skripsi in Muria Kudus University is almost the same as the organization of the thesis stated by Thompson (1999) as cited by Paltridge and Starfield ( 2007) which belongs to a simple traditional thesis organization. Based on "*Buku Pedoman Skripsi*" of English Education Department, Teacher Training and Education Faculty, the organizations of Skripsi are as follows : Introduction , Review of the Related Literature, Method of the Research, Finding of the Research, Discussion, Conclusion and Suggestion. However, not all the sections of the skripsi were analyzed. In this research the analysis covers only the Review of Related to Literature and Method of the Research sections.

#### **2.3.1 Review of Related Literature Section of the English Skripsi of the Undergraduate Students of English Education Department**

Based on " *Pedoman Skripsi*" of English Education Department, Teacher Training and Education Faculty, Review of Related Literature is the second chapter which has to be written in writing skripsi.

A Review of Related to Literature is an evaluative report of studies found in the literature related to your selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help you determine the nature of your own research. Select a limited number of works that are central to your area rather than trying to collect a large number of works that are not as closely connected to your topic area. (<http://www.library.cqu.edu.au/tutorials/litreviewpages/>). As soon as we have chosen a topic for our research, thesis or dissertation, we should look for the theory linking your topic with an available body of knowledge. The review of related literature is the major process that leads us past the theory. Review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. Gay (1976) as cited by jesuliyana states that the review of related literature performs some function, they are:.

- 1) It provides the conceptual or theoretical framework of the planned research.
- 2) It provides us with the information about past researches related to the intended study. This process prevents unintentional duplication of these past researches and leads us into what needs to be investigated.
- 3) It gives us a feeling of confidence since by means of the review of related literature we will have on hand all constructs related to your study. We therefore are an authority on the subject as far as mastery of information is concerned.

4) It gives us information about the research methods used, the population and sampling considered, the instruments used in gathering the data, and the statistical computation in previous research. It is believed that with a fruitful review of the literature not very much guidance from our adviser is necessary since the related literature can answer all the questions that we need to ask related to the foregoing stages in research.

5) It provides findings and conclusions of past investigations which we may relate to our own findings and conclusions

From the definition above, the writers conclude that the purpose of a review of literature is to contextualize the student's research; to describe and synthesize the major studies related the topic of the research and also to demonstrate the relationship between the student's project and what else has been done in the particular area.

### **2.3.2 Method of the Research Section of the English Skripsi of the Students of English Education Department**

Method of the research is the third section which should be written in writing skripsi. The communicative purpose of a methodology chapter is to describe how the research will be conducted, and how the data will be obtained and analyzed . This chapter will require a restatement of research aims/questions and involve explaining to the reader how the chosen research method(s) will help answer the research question (Paltridge and Starfield, 2007).

In methodology chapter, the writers need to discuss why particular method was selected and not others. Thus, the language typically used in methodology

chapter develops an explanation as to why the research method(s) under discussion have been chosen (Swales and Feak, 2004; Emilia, 2008).

Research method consists of research design, population and sample, instrument of the research, procedure of collecting data, and technique of analyzing data.