

CHAPTER V

DISCUSSION

In this chapter, the writers would like to discuss the types of hedges found in the Review of Related Literature and Method of the Research section of the English skripsi written by the Students of English Education Department, Muria Kudus University .

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The analysis of the types of hedges in this study refers to the seven expression presented by Salager– Meyer. They are modal auxiliary verbs, modal lexical verbs, adjectival, adverbial and nominal modal phrases, approximators of degree, quantity, frequency and time, introductory phrases, if clauses, compound hedges.

Basically, the types of hedges found in the Review of Related Literature and Method of the Research Section are more or less the same. Both in the Review of Related Literature Section and Method of the Research Section the most dominant type of hedges was Modal Auxiliary Verbs. In the Review of Related Literature there was 58.86 of Modal Auxiliary Verbs%, meanwhile in the Method of the Research Section there was 64%.

In the Review of Related Literature Section, the writers found Modal Lexical Verbs (4.9%), Adjectival, Adverbial, and Nominal Modal Phrases (2%), Approximator degree of quantity and time (18.8%), Introductory Phrase (9.2%), and

Compound Hedges (3.5%). Meanwhile, in the Method of the Research Section, the writers found Modal Lexical Verbs (11%), Adjectival, Adverbial, and Nominal Modal Phrases (2%), Approximator degree of quantity and time (4%), Introductory Phrase (9%), and If Clause (10%). No compound hedges was found in this section.

5.1 Modal Auxiliary Verb

The first types of hedges found in the review of related literature section and Method of the Research section are modal auxiliary verbs, such as *would, can, may, could, will, should, might*. The modal auxiliary verbs are the modal that allow writers to express the tentativeness of proposition. These modal verbs are recognized as the frequent kinds of hedges usually used in academic discourse.

1. From the definition above we can say prepositional phrase consist of a preposition followed by its object modifiers.
2. It can support and increase the achievement of learning.
3. The data **can** be in the form of discourse, sentence, clause or words.
4. Subject, prepositional phrase may occasionally take the role of a noun phrase as subject.
5. Here we might read a novel, a short story, a newspaper article, or a report of some type to understand the information of the text
6. .The paper would have to bring together some of the best Indonesian journalist and editor.
7. So people will be easier to understand what we mean.
8. Successful reading instruction should also consider the stages of reading.
9. Language learning and language use are two distinct processes but could not be separated from each other, and so are strategies. Research needs a design;

The use of *can* in the sentence (1) , (2), (3) denote the writer confidence in the truth of what she/he states. The use of *may* shows that may have some meanings. The first *may* shows possibility and the second *may* shows the option that has meaning to reflect the writers some doubts about some proposition. So, the sentence (4) belongs to second meaning that shows the option that has meaning to reflect the writers some doubts about some preposition.

In sentence (5), the presence of modal verb *might* in that sentence signifies the hedging done by the writer. Then, there is an implication that the preposition is based on the writer's reasoning rather than certain knowledge. Meanwhile, the use of *would* in the sentence (6) expresses writers' tentativeness of their proposition.

In the sentence (7), the writer uses hedging device *will* to reveal the writer's lack of confidence in the truth value of the preposition. The hedging devices *will* in the sentence (7) is used as a hedging strategy to present the lack of confidence of the writer on the truth value of claim made.

In the sentence (8), the hedging devices *should* shows the option that has meaning to reflect the writers some doubts about some preposition. Meanwhile, in the sentence (9), the hedging devices *could* allows the writer to state her / his uncertainty cautiously.

All modal verbs in review of related literature and in the method of the research section do not always include as hedges. As Hyland (1995) states, modal verbs are only hedges in their epistemic sense. Epistemic sense is denoting the branch of modal logic that deals with the formalization of certain epistemological concepts, such as knowledge, certainty, and ignorance.

10. He can speak English fluently.

The use of modal verb *can* in sentence (10) is in its root sense. The meaning of it is then “he is be able to”....which shows ability. Therefore, the modal verb *can* in the sentence is not included on hedging devices because it does not indicate the writer’s confidence in the truth of what she / he states.

5.1.2 Modal Lexical Verbs

The second types of hedges devices found in the data are modal lexical verbs. In review of related literature and method of the research section of the undergraduate skripsi the writers found the hedging devices of modal lexical verbs, they are; *think, seem, tend, indicate and argue*. All those lexical verbs show the similarity in presenting the writer’s lack of the commitment to the proposition she/he states. According to Salager-Meyer (2007:109), the use of modal lexical verbs reveal such acts as doubting and evaluating rather than merely describing

11. By personal experience, this learning technique *tends to* diminish in effectiveness the more time it used for single class.
12. Questionnaire *tends to* be the form of written data that are opened and closed while interview tends to be open and more complex because the students are given a lot of opportunities to express their opinions freely.

The modal lexical verbs *tend* presents the writer’s act of doubting. Moreover, it indicates lack of commitment of the writer to truth value of the preposition due to the lack of supporting data.

13. It requires readers to think as they read, just a critical reading does, and it also requires them their imagination.

The use of think in sentence (13) shows that the writer does not hold certainty that a good cohesive text will help the teachers and students in the learning and teaching process.

14. Another reason is that learning a language will be facilitated by using the language, and using a language without learning it first seems to very difficult.

The modal lexical verbs *seem* above indicate that the writer does not have certainty that it is very difficult to use language without learning. Thus, the hedging strategy used by writers in the above sentence indicates the writer's caution in making the statement which might be able to the lack of evidence for statement.

15. Adjectival function, many prepositional phrases in noun phrases indicate a function in an original subject-verb-complement core.

The use of modal lexical verb indicated as a big hedging strategy, in the sentence (15) above reveals that the writer's uncertainty on the proposition she / he remarks. Nevertheless, the device may also reveal that the writer is able to make precise interpretation on the statement.

16. Hornby (1987:690) assumed that radio is a means of communication by using electromagnetic waves without a connecting wire or sending a message by broadcasting.

17. The writer chooses this technique because the teachers in SMP 1 Kaliwungu Kudus assume that the classes from the eighth grade are homogen and it is not different between one class to another classes.

18. Arikunto (1998:17) states that a sample is a part of population which is investigation and *assumed* to be representative.

The occurrence of modal lexical verb assumed as the hedging strategy, in sentence (16),(17),(18) reveal the writer's caution in presenting his / her statement to avoid making categorical statement. Here the writer leaves a little in confidence on the claim made.

19. However, poor readers appear to be less realistic than good readers in estimating themselves as readers.

20. The primary data in this research are the code switching appeared in Suara Kudus English Corner.

21. The writer takes the data in the form of the code switching appeared in Suara Kudus English Corner.

The modal lexical verbs *appear* above indicates that the writer does not have certainty about the claims she/he makes. Thus, the hedging strategy used by writers in the above sentence indicates the writer's caution in making the statement which might be able to the lack of evidence for statement.

22. Liu (2005) at www.gxnu.edu.cn/Personal/szliu/definition.htm argues pragmatics as the study of how people comprehend and produce a communicative act or speech act in concrete speech situation, which is usually a conversation (hence conversation analysis).

In the sentence (22), the hedging devices of modal lexical verb *argue* reveals that the writer's uncertainty on the proposition about the claims she/he made.

5.1.3 Adjectival, Adverbial and Nominal Modal Phrases

The third types of hedges found in the review of related literature are adjectival, adverbial and nominal modal phrase, namely : *possible, probably, tendency, possibly and possibility*. However, in the method of the research, the section the writers only found *possibilities* and *possible*.

23. The elocutionary effect is possibly the chief does not give a lot of work to him.
24. However, if they accept that there is no quick and easy solution, and then they are probably less likely to become frustrated or to give up trying.
25. In addition, Nababan (1999:107) define “it is possible to make two kinds of phrase in a process of collocation such as endocentric/exocentric phrase.
26. Language is essentially human, although possibility not limited to humans.
27. It is possible to have more than one dependent variable in experiment.

All Adjectival, adverbial and nominal modal phrase in those sentences above show that writer is uncertain about his/her statement or proposition. They indicate that the writer lacks of adequate evidence to prove their statements.

28. The speaker informs something without any tendency for doing something or to influence the listener referring to example above.

The use of nominal modal phrase tendency above indicates the writer feels uncertain about his/her statement or proposition. Here the writer wants to soften her/his assertion which might show her/his confidence on the truth value of her / his prepositions.

5.1.4 Approximators of Degree Quantity, Frequency and Time.

The fourth expression of strategic stereotypes found in the data are approximators of degree quantity, frequency, and time. In the undergraduate skripsi the writers found those categories, they are; *usually, generally, often, always, roughly, commonly, almost, frequently, about and a lot of.*

29. Ideas are usually presented from just one point of view in this stage.

The use of hedging devices *usually* in the sentence above reveals that the writer's doubt on the claim that he/she made. In the sentence above shows that the writers are not totally certain on their statement.

30. In Indonesia it is frequently to do an activity of resting.

The use of frequently is similar to usually, hedging devices *frequently* in the sentence above indicates high degree of frequency which means that when it is used in a sentence, there will be only a little uncertainty implied. This little uncertainty, however, is a kind of hedging strategy chosen by the writers to mark their lack of commitment to the truth value of the proposition made.

31. Prepositional phrase that modify adjectives are generally use after; Subjective complement.

32. Generally, most of the verbs will be added “-ed” at the end as a maker of past tense or past participle, for example work-worked-worked, play-played-played, etc.

33. In this case, Gronlund (1985:169) supports that the multiple choice item is generally recognized as the most widely applicable and useful type of objective test item.

The use of hedges generally in the sentences (31),(32),(33) above indicate the degree of quantity. It performs a large scale of quantity and actually functions to present the writer's doubt. Here the writer can not mention the whole quantity that indicates that there is a doubt in his statement. The use of these hedges is as the sign of the uncertainty when writer is uncertain about his/her statement or proposition.

34. So sometime they often misunderstand with what the teacher want by the students.

35. And the interview to the teacher is purposefully to know the teacher's problems that are often faced so that the researcher will be easy to serve the students.

The marker *often* shows the high degree of frequency of occurrence. Hedging devices *often* in that sentence indicates that the writers feel uncertain on their statement.

36. They need to do it a lot of times to get right.

A lot of deals with a very large number of quantities of something (Wisniewska, Riegenbach and Samuda, 2007). The hedging device *a lot of* indicates that the writers are uncertain on what they claim he/she made. Here, the whole quantity can not be mentioned by the writer that indicates that there is uncertainty in her/his statements.

37. Locutionary act is an act of uttering a sentence with a certain sense and reference, which is roughly equivalent to 'meaning' in the traditional sense.

The next approximators of the degree quantity and time found in undergraduate English skripsi are the hedging device *roughly* as in the sentence above. The hedging device *roughly* shows that the writer feels uncertain about the statement she/he made.

38. In order to the students seldom get advice and guide from their parents

The next approximators of the degree quantity and time found in undergraduate English Skripsi is hedging device *seldom* as in the sentence above. The hedging device *seldom* indicates that that the writers are uncertain on what they claim he made.

39. Speech sound require the manipulation of the tongue, lips, vocal cords, lungs and all the parts of what is commonly called the vocal tract.

Similar to *generally*, the use of commonly also expresses the doubt of the writer on the statement made. The meaning created by the hedging device commonly is not different from generally.

40. The means of communication in the human modern society is almost infinite.

In sentences (40), the writers present their doubt through the use of hedging device *almost*. They seem uncertain on their own statement. The writer use hedging device *almost* as strategy to avoid making categorical assertions.

41. Each student has practice in self-teaching, which is the most valuable of all the skills we can help them to learn.

42. For instance, the simple present tense does not always have a present meaning.

In the sentence (41) above, the writer uses the hedging device *most*. The writer tries to signify her/his uncertainty on the preposition made. This uncertainty might come from the unknown exact number of the sentence subject. Rather than making categorical statement, the writer chooses the hedge to soften her/his statement. Meanwhile, in the sentence (42) above the hedging device *always* show that the writers feel uncertain on their statement she/he made.

43. The process is initiated by making predictions about the meaning and/or decoding graphic symbols.

In the sentence (43) above the hedging device *about* show that the writers feel uncertain on their claims she/he made.

5.1.5 Introductory Phrases

The fifth expression of strategic stereotypes found in the data is introductory Phrases. The writer only finds one hedge device in review of related literature section, that is *according to*. The sentences below indicate that the use of hedges device *according to* soften the certainty of their claims.

44. According to Searle in Rustono (1999:39), utterance can be classified into some functions.
45. According to Warriner, et al (1958:63) adverb phrase is a phrase which modifies a verb, an adjective and an adverb.
46. According to 2004 curriculum of SMP (2003:14) there are three purposes of teaching English at school.
47. According to Keraf (2001:1) states that language is a tool of communication among the society which consists of vocal symbol.
48. According to them, the research can be conducted by individual person or an institution to solve the problem using scientific principles to find out the truth.

5.1.6 If Clause

The sixth strategic stereotypes found in the data is *if clause*. The hedging devices *if clause* used in the below sentences reveal that the writers are uncertain on the proposition made. It also indicates the ambiguity of the writer's thought and claim.

49. If early materials are tested, this will give feedback to the translation that points out his weakness and help him to do better.

50. If the teacher can apply the steps of all techniques, absolutely the technique can be applied as possible in the class.
51. If large members of students are absent on the day of the assignment, it will be difficult to create groups each with a single presenter for each topic.
52. If the students do not fully understand the paper that they present, they will spread incorrect information to their group.
53. A test is said have high a content validity if each items used to collect data has relevance to established criteria or objectives and covers preventatives materials.
54. If the students' writing of recount paragraph perfectly, it means his/her score will be 25.

5.1.7 Compound Hedges

The last strategic stereotypes of hedges found in the Review of related Literature called Compound Hedges. These are phrase made up of several hedges. There are some hedges devices of compound hedges found in the review of related literature of undergraduate students' skripsi; they are *generally considered, should always, usually appears, will appear, may appear, will probably, will consider, should consider, may consider, usually indicates, may indicate*. However, there was no compound hedges found in the Method of the Research Section.

55. However, in certain informal usage, the object of the preposition may appear initial position in the clause, and the preposition in final position.
56. Before translating we should consider several things, such as the method translating or the approach as well.
57. The form of the verb in languages which have the category usually indicates to main types of information: time relation and aspectual differences.

58. It is generally considered to be impolite but semantically illocutionary assertive is regarded proportional.
59. The implication of the communication principle for language teaching is that the teacher should always bear in mind the final goal of language i.e. the student's ability to communicate in real life situation.
60. American use the term "leg" to refer to "one who stop working", but Indonesian people may consider that word to have a negative connotation.
61. It can be published at various intervals but it usually appears weekly or daily.
62. The meaning that preposition represent will appear when they are put into construction together with other elements.
63. On the other hand, a child who has a limited environmental mastery will probably read incorrectly then a child who has an appropriate mastery towards his environment.
64. The entire text must be directed to the target language rule so that the reader will consider that the translation is the real, not a translation.
65. Tenses may indicate whether an action, activity or state is, was, or will be complete or whether it is, was, or will be in progress over a period of time.
66. They will almost repeat along with the teacher the first time.

The combination between modal auxiliary verb *may* and modal lexical verb *appear* in the sentence (55) reveals that the writer's uncertainty of his/her statement. Because the compound hedges are made of two hedges that are showing uncertainty and tentativeness. Moreover *appear* combination of the example above could also display the speaker genuine uncertainty and thus allow her/him to offer a very precise statement about the extent of his confidence in the truth of the prepositional

information she/he presented. Similarly combination between *should* and *consider* in the sentence (56) also indicates the writer's uncertainty the claim she/he made.

In the sentence (57) the combination between approximators of degree, quantity, frequency and time *usually* and modal lexical verb *indicates* shows that that writer is uncertain about his/her statement or proposition. Meanwhile in the sentence (58) the combination between approximators of degree, quantity, frequency and time *generally* and modal lexical verb *considered* reveals writer is uncertain about his/her statement or proposition and the writer leaves a little in confidence on the claim she/he made.

The combination between Modal Auxiliary Verb *should* and approximator of degree, quantity, frequency and time *always* in the sentence (59) denotes the option that has meaning to reflect that the writers feel uncertain on their statement she/he made. Meanwhile, in the sentence (60) the combination of hedging devices between modal auxiliary verb *may* and modal lexical verb *consider* has meaning that meaning that shows the option in presenting his/her statement to avoid making categorical statement and writer leaves a little in confidence on the claim made.

In the sentence (61) the combination of hedging devices between approximator of degree, quantity, frequency and time *usually* and modal lexical verb *appear* shows that the writers are not totally certain on their statement which might be the lack of evidence for statement. Meanwhile, in the sentence (62) the combination between modal auxiliary verb *will* and modal lexical verb *appear* reveals the writer's lack of confidence in the truth value of the proposition and writer does not have certainty in making the statement which might be able to the lack of evidence for statement.

In the sentence (63) the combination of hedging devices between modal auxiliary verb *will* and adjectival, adverbial and nominal modal phrases *probably*

reveal that the writer's lack of confidence to convey her/his caution in making the claim. Meanwhile, in the sentence (64) the combination between modal auxiliary verb *will* and modal lexical verb *consider* is as a hedging strategy to present the lack of confidence about her/his statement or proposition and the writer leaves a little in confidence on the claim made.

In the sentence (65) the combination between modal auxiliary verb *may* and modal lexical verb *indicate* reflects the writers some doubts about some proposition and the writer's uncertainty on the proposition she/he remarks. Meanwhile, in the sentence (66), the combination between modal auxiliary verb *will* and modal approximators of degree, quantity, frequency and time *almost* reveal the writer's lack of confidence in the truth value of the proposition and the writer seems uncertain on their own statement.