



**HEDGES IN THE “REVIEW TO RELATED LITERATURE” OF THE
UNDERGRADUATE STUDENTS’ SKRIPSI OF ENGLISH EDUCATION
DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY
OF MURIA KUDUS UNIVERSITY**

By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the Muria Kudus University
in Partial Fulfillment of the Requirement for Completing
the Sarjana Program in English Education Department**

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TEACHER TRAINING AND EDUCATION FACULTY
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2014**

MOTTO AND DEDICATION

MOTTO:

- ❖ Dream is a great element of success
- ❖ All giant step need a lot of little step
- ❖ Dare to fail in order to achieve greatly
- ❖ Be strong and never give up



DEDICATION:

1. Her parents Mulyati and Wiyono
2. Her brothers and sisters
3. Her best friends and everyone who always support hers to finish composing her skripsi.
4. The lecturers of Muria Kudus University

ADVISORS' APPROVAL

This is to certify that the Skripsi of Widiarti Yuliyana (NIM. 2009-32-257) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, Februari 2014

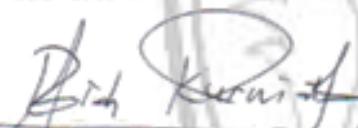
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Teacher Training and Education Faculty,
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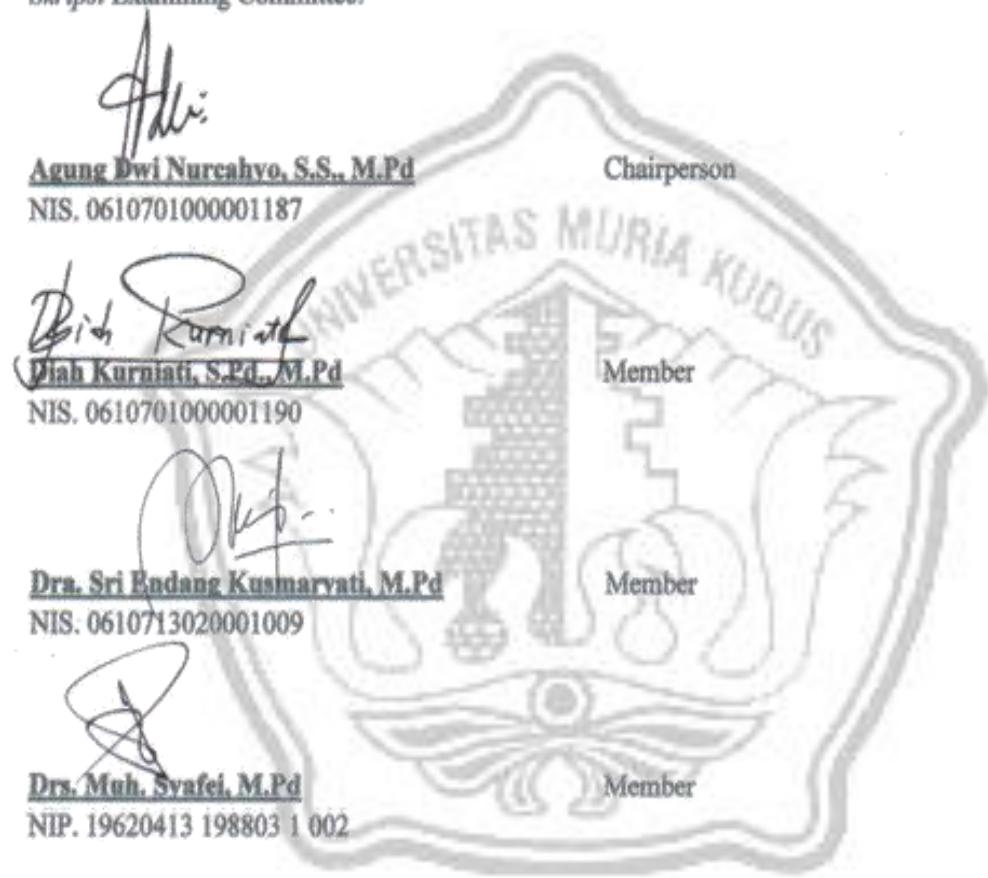
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Kudus, Februari 2014

Skripsi Examining Committee:



Acknowledged by
Teacher Training and Education Faculty,
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The image shows a handwritten signature of Dr. Slamet Utomo, M.Pd., which is a large, stylized "S" shape.

Dr. Slamet Utomo, M.Pd
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The writer thanks to Allah SWT, the great one for His mercy and blessing.

The writer also thanks to the prophet, Nabi Muhammad SAW. So, the writer can finish writing her skripsi. Therefore, the skripsi with title “**Hedges in The “Review to Related Literature” of Undergraduate Students’ Skripsi of English Education Department of Teacher Training and Education Faculty of Muria Kudus University**” can be accomplished. Having finished this research, the writer would like to express her gratitude to:

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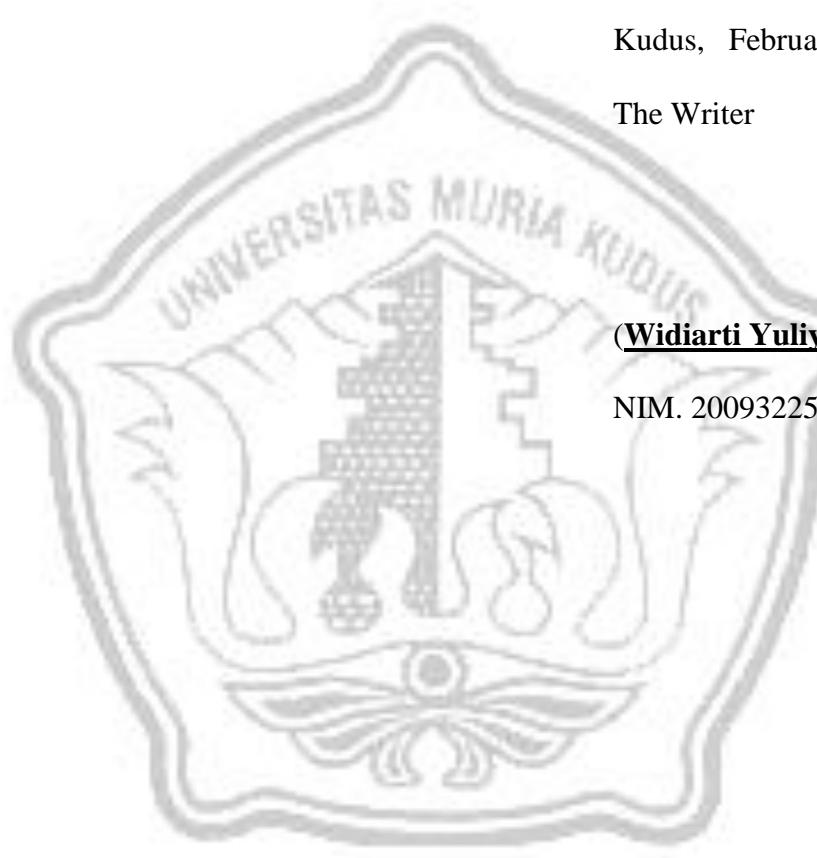
Finally, the writer hopes that this research has advantages for the readers and it could add knowledge of the readers.

Kudus, February 2014

The Writer

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ABSTRACT

Yuliyana, Widiarti. (2014). *Hedges in The “Review to Related Literature” of Undergraduate Students’ Skripsi of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Agung Dwi Nurcahyo, S.S., M.Pd, (2) Diah Kurniati, S.Pd, M.Pd

Key words: Academic Writing, Hedges, Types of Hedges, Functions of Hedges

Academic writing is a special genre of writing that prescribes its own set of rules and practices. It has objective to inform to readers. It has eight main features. One of them is hedges. Hedges are linguistic expressions which are used by authors or speakers to soften their statement or an idea. It is necessary to make decision about our stance on a particular subject or the strength of the claims we are making. There are seven expressions of hedges that are composed by Salager-Meyer. The example of those hedges, such as *can*, *should*, *assume*, *claim*, *usually*, etc. Hedges here are as the expression of doubt and uncertainty. Besides that, Hyland summarized the functions of hedges into two types. They are content motivated hedges (accuracy based hedges and writer based hedges) and reader motivated hedges. Hedges are very important role in academic writing. *Skripsi* belongs to academic writing because it is different from ordinary writing. So, hedges has important role in making *skripsi*.

The objective of this research is to identify the types of hedges and to find out the functions of hedges used in the review to related literature section of undergraduate students’ *skripsi* of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.

The method used in this research is descriptive qualitative research method. The data of this research is types of functions of hedges in the “review to related literature section” of undergraduate students’ *skripsi* of English Education Department of Teacher Training and Education Faculty of Muria Kudus University. The data source of this research is the “review to related literature section” of *skripsi* between 2009 until 2013 of English Education Department of Teacher Training and Education Faculty of Muria Kudus University. As the sample the data source of this research, the writer takes 10 *skripsi* to representative those *skripsi*.

As the result of analysis the data, the writer draws some conclusion that shows frequency of the types and functions of hedges found in the “review to related literature section”; they are modal auxiliary verbs (116=31.18%), modal lexical verbs (125=33.60%), adjectival, adverbial and nominal modal phrase (8=2.15%), approximators of degree quantity, frequency and time (63=16.94%), introductory phrases (43=11.56%), if clauses (7=1.88%), compound hedges (10=2.69%). Then, the writer also found two functions of hedges used in review to related literature section; they are accuracy based hedges (193=51.88%), writer based hedges (166=44.62%) and reader motivated hedges (13=3.50%). This finding shows that the writers of the *skripsi* prefer to use modal lexical verb when

they make claim and stance in the “review to related literature section”. Because in the “review to related literature section”, the writers of *skripsi* express theories from experts’. And, hedging devices of modal lexical verb is used the writers of *skripsi* to quotations from others’ as references they need to support their research. Besides that, the writers of *skripsi* also use accuracy motivated hedges when they make claim in the review to related literature section because the writers of *skripsi* want to imply that the proposition is based on plausible in the absence of certain knowledge.

The writer considers hedges are very important in academic writing. So, the students can use hedges to make of statement and it makes do communication do more smoothly. For the English teachers, they can use hedges in teaching learning process as an additional the material of English subject. Then, the next researchers can analyze hedges of teachers’ and students’ speaking in teaching and learning process of English subject.



ABSTRAKSI

Yuliyana, Widiarti. (2014). *Hedges in The “Review to Related Literature” of Undergraduate Students’ Skripsi of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.* Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Agung Dwi Nurcahyo, S.S., M.Pd, (2) Diah Kurniati, S.Pd, M.Pd

Key words: Penulisan Ilmiah, *Hedges*, Jenis – jenis *Hedges*, Fungsi *Hedges*

Penulisan ilmiah adalah sebuah macam tulisan khusus yang menulisnya menaruh aturan dan latihan yang tepat. Tulisan ilmiah bertujuan memberikan informasi kepada pembaca. Tulisan ilmiah mempunyai ciri pokok. Salah satunya adalah *hedges*. *Hedges* adalah ungkapan kebahasaan yang digunakan penulis atau pembicara untuk menghaluskan pernyataan atau ide mereka. *Hedges* dibutuhkan untuk membuat keputusan mengenai pendirian kita dalam hal – hal tertentu, atau menguatkan pernyataan yang kita buat. Ada tujuh expressi *hedges* yang disusun oleh Salager-Meyer. Contoh *hedges* itu seperti, *can*, *should*, *assume*, *claim*, *usually*, dll. *Hedges* ini adalah ciri didalam kebahasaan yang menyampaikan keragu-raguan. Disamping itu, Hyland meringkas fungsi *hedges* menjadi dua jenis. Mereka adalah *content motivated hedges (accuracy based hedges and writer based hedges)* dan *reader motivated hedges*. *Hedges* sangat penting dalam aturan penulisan ilmiah. Skripsi termasuk tulisan ilmiah karena skripsi berbeda dari tulisan biasa. Jadi, *hedges* mempunyai peranan penting dalam pembuatan skripsi

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis *hedges* dan fungsi *hedges* yang digunakan dalam skripsi bahasa inggris mahasiswa strata 1 jurusan pendidikan bahasa inggris, fakultas keguruan dan ilmu pendidikan, universitas muria kudus.

Metode yang digunakan didalam penelitian ini adalah deskriptif kualitatif. Data dari penelitian ini adalah jenis – jenis *hedges* dan fungsi *hedges* yang terdapat dalam skripsi bab kajian pustaka program pendidikan bahasa inggris, fakultas keguruan dan ilmu pendidikan, universitas muria kudus. Sumber data pada penelitian ini adalah skripsi bab kajian pustaka antara 2009 until 2013 program pendidikan bahasa inggris, fakultas keguruan dan ilmu pendidikan, universitas muria kudus. Sebagai contoh sumber data penelitian ini, penulis mengambil 10 skripsi untuk mewakili skripsi – skripsi tersebut.

Sebagai hasil dari analisis data, penulis menggambarkan beberapa kesimpulan yang menunjukkan jumlah persentase jenis – jenis *hedges* dan fungsi *hedges* yang ditemukan dibab kajian pustaka, mereka adalah modal auxiliary verbs (116=31,18%), modal lexical verbs (125=33,60%), adjectival, adverbial and nominal modal phrase (8=2,15%), approximators of degree quantity, frequency and time (63=16,94%), introductory phrases (43=11,56%), if clauses (7=1,88%), compound hedges (10=2,69%). Kemudian, penulis juga menemukan dua macam fungsi *hedges* yang digunakan dibab kajian pustaka, mereka adalah accuracy based hedges (193=51,88%), writer based hedges (166=44,62%) and reader motivated hedges (13=3,50%). Temuan ini menunjukkan bahwa penulis skripsi

lebih suka menggunakan modal lexical verb ketika mereka membuat pernyataan pada bab “kajian pustaka”. Karena di bab “kajian pustaka”, penulis skripsi menyatakan teori-teori dari penulis. Dan hedging devices pada modal lexical verb digunakan penulis skripsi untuk mengutip dari penulis-penulis sebagai bahan referensi mereka untuk mendukung penelitian mereka. Disamping itu, penulis skripsi juga menggunakan accuracy based hedges ketika mereka membuat pernyataan pada kajian pustaka karena penulis skripsi ingin menyatakan secara tidak langsung dalil berdasarkan ketidakberadaan pengetahuan pasti yang masuk akal.

Penulis menimbang *hedges* sangat penting dalam penulisan ilmiah. Jadi, siswa dapat menggunakan *hedges* untuk membuat pernyataan dan *hedges* membuat komunikasi lebih halus. Untuk guru bahasa inggris, mereka dapat menggunakan *hedges* dalam kegiatan belajar mengajar sebagai tambahan materi mata pelajaran bahasa inggris. Kemudian, penelitian berikutnya dapat menganalisa *hedges* pada ucapan guru dan siswa dalam kegiatan belajar mengajar mata pelajaran bahasa inggris.



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