



**HEDGES FOUND IN THE BACKGROUND OF THE SKRIPSI OF
ENGLISH EDUCATION DEPARTMENT STUDENTS OF
MURIA KUDUS UNIVERSITY IN 2015**

BY
IFFAH CHOLIDATUL FARIDJ
NIM. 201232041

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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ENGLISH EDUCATION DEPARTMENT STUDENTS OF
MURIA KUDUS UNIVERSITY IN 2015**

SKRIPSI

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

**BY
IFFAH CHOLIDATUL FARIDJ
NIM. 201232041**

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

2016

MOTTO AND DEDICATION

Motto:

- ❖ No Effort, No Result
- ❖ Dream, Believe, and Make it Happens!
- ❖ No one is born fully-formed, it is through self-experience in the world that we become what we are (Paulo Freire)

Dedication:

This skripsi is dedicated to:

- ❖ My beloved parents and family, who always give me support and blessing.
- ❖ All lecturers of English Education Department.
- ❖ My beloved partners Ulum, Navin, Suci, and Tian.
- ❖ All of my friends of English Education Department in 2012.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Iffah Cholidatul Faridj (NIM: 201232041) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, June 20th 2016

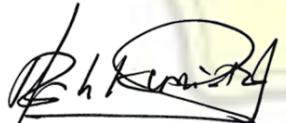
Advisor I


Dr. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 015

Kudus, June 20th 2016
Advisor II


Nuraeningsih, S.Pd., M.Pd.
NIS. 0610701000001201

Acknowledged by
English Education Department
Head of Department,

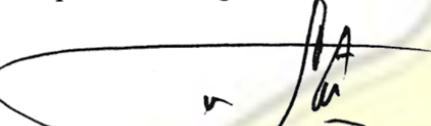

Diah Kurniati, S.Pd., M.Pd.
NIS. 0610701000001190

EXAMINERS' APPROVAL

This is to certify that the skripsi of Iffah Cholidatul Faridj (201232041) has been approved by the Examining Committee as a requirement for the Sarjana Degree in English Education Department.

Kudus, July 19th 2016

Skripsi Examining Committee:


Dr. Slamet Utomo, M.Pd.,
NIP. 19621219 198703 1 015

,Chairperson


Nuraeningsih, S.Pd., M.Pd.,
NIS. 0610701000001201

,Member


Titis Sulistyowati, S.S., M.Pd.,
NIP. 19810402 200501 2 001

,Member


Farid Noor Romadlon, S.Pd., M.Pd.,
NIS. 061070100001227

,Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,




Dr. Slamet Utomo, M.Pd.
NIP. 19621219 198703 1 015

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, I express my highest gratitude to Allah Subhanahu Wa Ta'ala for blessing, love, opportunity, health, and mercy to complete this skripsi.

In arranging this skripsi, a lot of people have provided motivation, advice, support, and even remark that have helped me. I present my sincere appreciation goes to Dr. Slamet Utomo, M.Pd as the dean of Teacher and Training Faculty of Muria Kudus University, then greatest thanks go to the head of English Education Department, Diah Kurniati, S.Pd., M.Pd who always give me support and advice to be a success person in my future, also my first advisor Dr. Slamet Utomo, M.Pd who has given advise and motivation and taught me about discipline. Then to my second advisor Nuraeningsih, S.Pd., M.Pd who has helped me patiently finishing this skripsi by giving suggestion, guidance, and correction. My gratitude also goes to all lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University for valuable knowledge and the advice during my study.

In this valuable chance, I express my gratitude and appreciation to all of my family. First, my deepest appreciation goes to my beloved parents, my mother Ruminah for the endless love, pray, and support, and my father Nasirin who has become my best inspiration to keep learning especially in academic level. My thanks also go to Ismah Diana as my sister and my brother M. Faiq Zainul Wafa

who always give a lot of advice support. And also for my friends Suci, Navindri, Tian, and Ulum who always give me a lot of support.

Finally, I hope that this research has advantages for the readers and it could add knowledge of the readers. And also may Alloh SWT always bless us. Aamiin.

Kudus, June 16th 2016

The Writer

(Iffah Cholidatul Faridj)

NIM. 201232041



ABSTRACT

Faridj, Iffah Cholidatul. (2016). Hedges Found in the Background of the Skripsi of English Education Department Students of Muria Kudus University in 2015. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Slamet Utomo, M.Pd., (ii) Nuraeningsih, S.Pd., M.Pd.

Key Words: Academic Writing, Hedges, Kinds 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 six main features. One of them is hedges. Hedges are linguistic expressions which are used by authors or speakers to soften their statements or ideas. 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 which are composed by Salager-Meyer (1997). The example of those hedges, such as *can*, *should*, *claim*, *assume*, *if*, *usually*, *etc*. Besides, Hyland (1996) 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 has very important role in academic writing to soften, strengthen, or weaken claim or statement we are making. *Skripsi* belongs to academic writing because it is different from ordinary writing. Therefore, hedges has important role in writing *skripsi*.

The objective of this research is to identify the types of hedges and to identify the functions of hedges found in the background of the research section in skripsi of English Education Department students of Muria Kudus University in 2015.

The method used in this research is descriptive qualitative research method. The data of this research is kinds and functions of hedges in the background of the research section in skripsi of English Education Department students of Muria Kudus University in 2015. As the sample the data source of this research, I take 10 skripsi to representative those skripsi.

As the result of analysis the data, I draw some conclusions that show frequency of the kinds and functions of hedges found in the background of the research section. They are modal auxiliary verbs ($127=43.90\%$); modal lexical verbs ($30=10.34\%$); adjectival, adverbial, and nominal modal phrases ($10=3.45\%$); approximators of degree, quantity, frequency, and time ($57=19.66\%$); introductory phrases ($44=15.17\%$); if clauses ($7=2.41\%$); compound hedges ($15=5.17\%$). Then, I also found two functions of hedges used in the background of the research section. They are accuracy based hedges ($191=65.86\%$), writer motivated hedges ($66=22.76\%$), and reader motivated hedges ($33=11.38\%$). This finding shows that the writers of skripsi prefer to use modal auxiliary verbs and accuracy based hedges when they make claim and statement in the background of the research section. In the background of the research section, the writers need to explain the fact, issue, knowledge, and theory

of their research. Therefore, they use modal auxiliary verb to present plausible reasoning about the fact, issue, knowledge, and theory of the research. And also the writers use accuracy based hedges, because the writers are allowed to present their statements accurately. So, to present the accurate statements, the writers show plausible reasoning of the fact, issue, knowledge, and theory by using kind of hedges of modal auxiliary verbs.

I consider hedges are very important in academic writing. So, the students can use hedges to make the strength of statement and it makes communication do more smoothly. For the next researchers, I suggest they will develop the topic not only kinds and functions of hedges, but also criticize the hedges.



ABSTRAK

Faridj, Iffah Cholidatul. (2016). Hedges Found in the Background of the Skripsi of English Education Department Students of Muria Kudus University in 2015. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Dr. Slamet Utomo, M.Pd., (ii) Nuraeningsih, S.Pd., M.Pd.

Kata Kunci: Penulisan Ilmiah, Hedges, Jenis-jenis Hedges, Fungsi Hedges.

Penulisan ilmiah adalah sebuah jenis tulisan khusus yang penulisannya menaruh aturan dan latihan yang tepat. Tulisan ilmiah bertujuan memberikan informasi kepada pembaca. Tulisan ilmiah mempunyai enam ciri pokok. Salah satunya adalah *hedges*. *Hedges* adalah ungkapan kebahasaan yang digunakan penulis atau pembicara untuk memperhalus pernyataan atau ide mereka. *Hedges* dibutuhkan untuk membuat keputusan mengenai pendirian kita dalam hal-hal tertentu, atau menguatkan pernyataan yang kita buat. Ada tujuh ekspresi *hedges* yang disusun oleh Salager-Meyer (1997). Contoh *hedges* itu seperti *can, should, claim, assume, if, usually*, dll. Disamping itu, Hyland (1996) meringkas fungsi *hedges* menjadi dua fungsi, yaitu *content motivated hedges (accuracy based hedges and writer based hedges)* dan *reader motivated hedges*. *Hedges* sangat berperan penting dalam tulisan ilmiah untuk memperhalus, menguatkan, atau melemahkan pernyataan yang kita buat. Skripsi termasuk dalam tulisan iliah karena skripsi berbeda dari tulisan biasa. Oleh karena itu, *hedges* mempunyai peranan penting dalam penulisan skripsi.

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis *hedges* dan fungsi *hedges* yang terdapat dalam sub bab Latar Belakang pada skripsi mahasiswa Pendidikan Bahasa Inggris Universitas Muria Kudus tahun 2015.

Metode yang digunakan di dalam penelitian ini adalah deskriptif kualitatif. Data penelitian ini adalah jenis-jenis *hedges* dan fungsi *hedges* yang terdapat dalam sub bab Latar Belakang pada skripsi mahasiswa Pendidikan Bahasa Inggris Universitas Muria Kudus tahun 2015. Sebagai contoh sumber data penelitian ini, saya mengambil 10 skripsi untuk mewakili skripsi-skripsi mahasiswa Pendidikan Bahasa Inggris tahun 2015.

Sebagai hasil dari analisis data, saya menggambarkan beberapa kesimpulan yang menunjukkan jumlah persentase jenis-jenis *hedges* dan fungsi *hedges* yang ditemukan dalam sub bab Latar Belakang pada skripsi mahasiswa Pendidikan Bahasa Inggris Universitas Muria Kudus tahun 2015. Yakni *modal auxiliary verbs* (127=43.90%); *modal lexical verbs* (30=10.34%); *adjectival, adverbial, and nominal modal phrases* (10=3.45%); *approximators of degree, quantity, frequency, and time* (57=19.66%); *introductory phrases* (44=15.17%); *if clauses* (7=2.41%); *compound hedges* (15=5.17%). Kemudian, saya juga menemukan dua fungsi *hedges* dalam sub bab Latar Belakang pada skripsi mahasiswa Pendidikan Bahasa Inggris Universitas Muria Kudus tahun 2015. Yakni *accuracy based hedges* (191=65.86%), *writer motivated hedges*

(66=22.76%), and *reader motivated hedges* (33=11.38%). Temuan ini menunjukkan bahwa penulis skripsi lebih suka menggunakan *modal auxiliary verbs* dan *accuracy based hedges* saat mereka membuat klaim dan pernyataan dalam sub bab Latar Belakang skripsi. Dalam sub bab ini, penulis harus menjelaskan fakta, isu, pengetahuan, dan teori dalam penelitian mereka. Oleh karena itu, mereka menggunakan *modal auxiliary verb* untuk menunjukkan alasan yang masuk akal tentang fakta, isu, pengetahuan, dan teori penelitian. Dan juga para penulis menggunakan *accuracy based hedges*, karena dengan menggunakan *hedges ini*, penulis dapat menunjukkan pernyataan mereka dengan akurat. Jadi, untuk menunjukkan pernyataan yang akurat, penulis menunjukkan alasan yang masuk akal tentang fakta, isu, pengetahuan, dan teori dengan menggunakan *hedges* jenis *modal auxiliary verbs*.

Saya menimbang bahwa *hedges* sangat penting dalam penulisan ilmiah. Jadi, mahasiswa dapat menggunakan *hedges* untuk membuat tingkat kekuatan pernyataan dan membuat komunikasi berjalan dengan lancar. Untuk para peneliti selanjutnya, saya menyarankan mereka akan mengembangkan topic tidak hanya jenis-jenis *hedges* dan fungsi *hedges*, tapi juga mengkritisi *hedges*.



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